DOCUMENT RESUME

ED 377 366 CE 067 807

AUTHOR	Anderson, Jean E.
TITLE	Families Learning Together in Colorado: A Report on Family Literacy.
INSTITUTION	Colorado State Dept. of Education, Denver. Office of Adult Education.
PUB DATE	94
NOTE	115p.
AVAILABLE FROM	Office of Adult Education, Colorado Department of Education, 201 E. Colfax, Denver, CO 80203-1799 ($20).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; Demonstration Programs; Early Childhood Education; Educational Development; Educational Legislation; Educational Needs; Educational Practices; Educational Research; Educational Trends; *Family Programs; Federal Legislation; *Federal Programs; Financial Support; Futures (of Society); *Intergenerational Programs; *Literacy Education; Models; Outcomes of Education; Program Development; Resource Materials; *State Programs; Technical Assistance
IDENTIFIERS	*Colorado; *Family Literacy

ABSTRACT

This report, which is intended for individuals developing family literacy (FL) programs, contains background information on the research, development, operation, evaluation, and outcomes of federal- and state-level FL initiatives. Discussed in section 1 are the following topics: the importance/benefits of FL programs; definitions of literacy and FL according to Colorado, U.S., and Canadian legislation and various literacy organizations and programs; the history of FL (initial projects/models, federal and state initiatives, and the role of foundations and literacy organizations); the FL research base; the impact of FL programs on children, crime/violence, and poverty; successful practices; examples of family-centered programs; issues and challenges facing FL; and recommendations and challenges for FL. Section 2, which focuses on FL in Colorado, contains the following: a brief history of FL in Colorado; Colorado student success stories; overviews of surveys conducted in F92, FY93, and FY94; profiles of nine Colorado FL programs; and annotated lists of Colorado organizations/programs providing technical assistance, services for family learning, funding resources, and informational resources. The bibliography lists 61 references. Appended are Colorado's definition of FL and listings of FL programs in Colorado in FY94 and family center and Adult Education Act contacts. (MN)

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FAMILIES LEARNING TOGETHER IN COLORADO:

A Report on Family Literacy

1994

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A Report on Family Literacy

1994

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Funded by
The Adult Education Act and The National Literacy Act of 1991
Administered through
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ACKNOWLEDGEMENT AND CREDITS IX

The Office of Adult Education (OAE) of the Colorado Department of Education (CDE) wishes to extend its appreciation to the following programs and individuals who contributed to this report.

For interviews on their programs and family literacy in general: Elaine Baker and Pam Smith of the Adult Learning Source in Denver; Janie Blind and Debbie Butkus of the Colorado Springs School District #11 Family Education Program; Becky Hayes of the BUENO Family English Literacy Program and Carol Duarte of the FELP program of Ft. Lupton; and Cliff Pike of the Paris Education Center of the Aurora Public Schools.

For interviews on state-wide programs that fund or collaborate with family literacy activities: David Chandler, Even Start Coordinator of the Colorado Department of Education; JoAnn Dalton with Clayton Center for Children and Youth and Trainer/Consultant for High/Scope curriculum; Marsha Gould, Toyota Metro Denver Family Literacy; Sandra Harris, Head Start - State Collaboration Project; Virginia Plunkett, State Chapter 1 Director; Kristen Smith of First Impressions; Lucy Trujillo, Family Resource Schools of Denver Public Schools; and Claudia Zundel, Colorado's Family Centers.

For interviewing selected staff from the adult education, adult literacy, and adult homeless programs throughout the state, the four VISTA volunteers of the Denver Indian Center, Lynda Nuttall, Director: Sue Lindwood, Alice Miller and Kent Miller and Chloe Richardson. For gathering data on the need and impact of Colorado's adult and family education programs: Ginger Bilthuis and Sheila Clark of Aurora Public Schools Adult Education and the Office of Adult Education at CDE.

For guidance on the scope of this report: The Family Literacy Task Force of the Colorado Adult Literacy Commission, Gail Bundy of U.S. West, Chair. For information on "Goals 2000", Jan Rose Petro, research analyst of the CDE Research and Evaluation Unit. For guidance in editing and information, the Office of Adult Education staff of the Colorado Department of Education, particularly Dian Bates, State Director of Adult Education, Debra Fawcett, State Literacy Resource Center Librarian, Kathy Santopietro, State Teacher Trainer, Dee Sweeney, Area Resource Teacher for Family Literacy, and Mary Willoughby, State Family Literacy Coordinator.

We recognize that although every possible attempt was made to identify all family literacy efforts throughout the state, there may be some programs that are not represented in this report. Any omission was certainly not intentional and we look forward to expanding the available information on other initiatives being taken that provide opportunities for families to learn together in Colorado.

INTRODUCTION

This report is intended for anyone who has an interest in serving the needs of families in Colorado through the development of family-centered education programs. The report was written at the request of Dian Bates, Executive Director of the Office of Adult Education for the Colorado Department of Education and is funded primarily with monies from the Adult Education Act. The purpose is to help meet many of the information needs identified by practitioners in the field and by the Family Literacy Task Force of the Colorado Adult Literacy Commission (ALC). The report was also prepared for and is partially funded by a National Literacy Act grant received from the U. S. Department of Education for State Literacy Resource Centers.

Definitions, philosophical views, and models of family literacy are provided throughout this document. More specifically, the report includes an introduction to the field of family literacy including its history and research base, a review of successful practices, results of evaluations, and current issues and challenges facing the field today. Information on Colorado programs in particular, as well as lists of funding and informational resources for interested practitioners, have also been included. The materials developed by the National Center for Family Literacy (NCFL) of Louisville, Kentucky were used extensively in this report, as the NCFL is recognized as a national authority and is responsible for much of the pioneer work conducted in the field of family literacy.

THE IMPORTANCE OF FAMILY LITERACY

Family literacy began with small amounts of "seed money" in the 1980's and has since grown to become a national movement supported by federal legislation and policy. There is virtually no resource available today that does not speak to the pervasive impact of family literacy programs. Family literacy is credited with having perhaps the most potential of any literacy initiative to date to break the intergenerational cycle of poverty and dependency. Family literacy programs positively influence the lives of children, adults, families, and society. The relationship between parental educational level and the educational achievement of the child are well documented. Nickse (1990a) maintains that :

> *family literacy programs may hold the greatest promise of effectiveness because they begin with the premise that educating parents and helping them develop positive attitudes about their ability to learn is the critical first step to ensuring that their children will also become confident learners and that the cycle of illiteracy will be broken (p.23).*

Evaluations have indicated that family literacy programs have been able to accomplish the following goals: increase the developmental skills of preschool children to prepare them for academic and social success in school; improve the parenting skills of adult participants; raise the educational level of parents of preschool children through instruction in basic skills; enable parents to become familiar with and comfortable in the school setting and become a role model for the child showing parental interest in education; improve the relationship of the parent and child through planned, structured interaction, and help parents gain the motivation, skills, and knowledge needed to become employed or to pursue further education and training.

Much of the practice and research in family literacy is summarized by Nickse in Family and Intergenerational Literacy Programs: An Update on the `Noises of Literacy'. Simply, when parents and children learn together, an appreciation and respect for education is provided for the children which paves the way for adjustment to and success in school classes. In addition, parents acquire new skills for work and home and a new appreciation of their role as first teacher. There is also a type of synergy that exists in family literacy programs that is not found in programs that work with children or adults separately. The basic premise, as stated in much of the literature of the NCFL, is that parents and children can learn together and in so doing enhance each other's lives. Family literacy supports the need to develop sensitivity and respect for the values, pressures and influences of cultural backgrounds, as well as of the devastating pressures and restrictions of poverty. The central emphasis of family literacy programs is always on breaking the intergenerational cycle of poverty through working with whole families to positively affect attitudes, beliefs, and behaviors around education and learning.

Family literacy is appealing largely because its focus is the family. At all political levels, the family has taken its place at center stage. The concept of family has become more and more central to discussions of educational and welfare reform. Family problems and the breakdown of the family are linked to most of the problems currently plaguing society. This focus on the family has translated easily into explaining the potential impact of family literacy programs. A 1990 report completed by the NCFL and PLUS (Project Literacy U. S.) states that "....society is the ultimate beneficiary of family literacy. It gains productive, taxpaying, responsible citizens who can act as role models for their children and for other adults in their communities" (p.3).

The home, school, and workplace are finally coming together as they seek to serve the educational and social problems that face the country today. Additionally, different segments of our educational systems are also coming together to reach common goals. The belief that family literacy programs must include a team of professionals from both adult and early childhood education is strongly supported by both the literature and the practitioners interviewed for this report. Each recognizes they have much to learn from the other and their cooperation is the key to the success of these programs. Family literacy has been an important catalyst in making these long hoped-for partnerships a reality.

FAMILY LITERACY IN COLORADO

Within Colorado, a definition of family literacy was developed by the Family Literacy Task Force of the Colorado Adult Literacy Commission which is used by the Office of Adult Education as the standard for all family literacy programs throughout the state. The heart of the definition is as follows:

> *Family literacy is an approach to intergenerational learning focused on the family. It acknowledges family and culture as the foundation of learning for the child. Family literacy recognizes the parent as the child's first teacher and the literacy of the parent as crucial to the development of the literacy of the child. Family literacy provides instruction to enrich the home environment through interactive intergenerational learning that models, supports, values and promotes literacy and lifelong learning skills. Family literacy program delivery utilizes models that provide the following four components: early childhood and/or school-age educational assistance; adult basic skills education; parents and children learning together; and parent time together for parent support and education.*

Most of the programs currently operating in Colorado fall somewhere on a continuum of program development in which each of these four components are operational to varying degrees. The Office of Adult Education and the literature both recognize the need for programs to mold themselves to meet the needs of the individual communities in which they exist.

Both Dian Bates and Mary Willoughby, State Family Literacy Coordinator for the Office of Adult Education, stress the impact of adult education on the success of family literacy programs and on K-12 education. Their views are strongly supported by the literature and the evaluative research that has been conducted to date. As Willoughby states, "No program, particularly those programs designed to intervene on behalf of children, will be effective if the parent is not involved in some capacity, or cannot be involved due to low levels of literacy skills." Bates continues to stress that "Children benefit from adult education. Research has shown repeatedly that the educational levels of the parents and their involvement with their children's education and their children's schools are directly related to the success those children will experience throughout their educational years."

The literature supports this assertion that the adult is the key to the success of family-centered education programs as well as to the success of the adult's children. Family literacy broadens attitudes toward adult literacy; the focus is more on how parents can impact the lives of their children and create stronger family units.

David Smith, Director of Prevention Initiatives for the Colorado Department of Education, cites a three-year study in 1988 that showed a dramatic difference in a child's progress between high and low parental involvement.

> *According to evaluative research conducted by the University of Colorado at Boulder on 7,500 four-year old children who participated in the Colorado pre-school program, the greater the parent involvement with their child, the greater the child's progress (Interview, January, 1994).*

Practitioners and research repeatedly support the impact of the parent on the child's academic progress and success.

The number of family literacy programs in Colorado over the past three years has increased from only four to over thirty in 1994. These programs have also accessed more funding sources and established more collaborative relationships than ever before. Since fiscal year 1992, several different surveys have been conducted with adult education programs throughout the state. As the number of programs grows and as the field develops, the surveys are becoming more sophisticated and the data obtained from them more meaningful. All of the surveys are available upon request from the Office of Adult Education at the Colorado Department of Education.

Practitioners nationwide are calling for a national vision for family literacy. Within Colorado, this same attitude and commitment to the future of family literacy must be developed. Without ambitious statewide goals, without a far-reaching statewide vision, the pioneering efforts of Colorado's programs and the personal successes of Colorado's students will be lost among the annals of the state's educational history. The dedication and commitment of Colorado's practitioners to family-centered learning, however, represent a proactive approach to addressing the challenges of society through education. A deeply significant and broad-based potential exists for achieving dramatic, positive change in the learning opportunities available for all Colorado's children and adults.

Report Rationale

This report was written at the request of Dian Bates, Executive Director of The Office of Adult Education for the Colorado Department of Education. The report is partially funded through the State Literacy Resource Center grant of the U. S. Department of Education to meet Objective 4.3 of that grant:

> The State Literacy Resource Center and the Governor's Families and Children Initiative office will research and publish a report on the impact of families and family literacy programs on K-12 education in Colorado. The report also will include a survey of state-of-the-art teaching methods, technologies and evaluation. (Targets goal 34 CFR Part 464.3(b)(1),(8).

The report also serves many of the information needs as identified by practitioners in the field and as identified by the Family Literacy Task force of the Colorado Adult Literacy Commission (ALC). In interviewing practitioners for this report, it became apparent that what was wanted was a document that would serve many of the needs they were currently attempting to meet on a volunteer basis. The report covers how to start a family literacy program, informational resources and funding sources, successful program and instructional practices, issues and challenges to the field, and an idea of what others in the field are doing to meet the needs of parents and children in Colorado.

The need among practitioners to network, to exchange information and ideas, and to just be able to communicate with one another, was expressed by every individual interviewed. According to Nickse (1990a) programs do find it difficult to find out about each other and the consequences could detract from the development of the field. "Regrettably, there is a lack of communication among programs and across sectors because the appropriate mechanisms for sharing information are not yet established. At this early point in program development, this mechanism is much needed to avoid costly errors in program design" (p. 35).

The Family Literacy Task Force of the ALC also recognized the need for more information to reach both service providers and potential funders. They identified the following "Core Information Needs" of family literacy stakeholders in Colorado: Definition, models, statistics, history, benefits, funding, collaborative issues, and costs. This report attempts to address these specific needs for information. The definition of family literacy developed by this committee is provided both in this report and with a more complete description of its components in Appendix A.

Report Audience

This report is intended for anyone who has an interest, or stake, in serving the needs of families in Colorado through the development of family literacy programs. Although this report does not provide detailed procedures for program operation, background information and recommended resources on program development, implementation, funding, and evaluation are included.

As this report will show, it can be argued that all of us have a stake in ensuring the success of family literacy programs. The ALC Family Literacy Task Force identified "Key Stakeholder Groups" for family literacy in Colorado. These groups were identified as those most highly concerned with issues of family development and of parental and childhood education. Many of these same groups contributed to this report:

* Federal Adult Education Act programs administered through the Office of Adult Education at CDE

* Public and private child-based programs, for example Head Start, social service agencies and programs such as JOBS (Job Opportunity and Basic Skills)

* JTPA programs (Job Training and Partnership Act)

* Public school administrators and teachers

* Administrations and child-based programs of K-12 school districts such as Even Start, Head Start, Chapter 1, Pre-School and Early Childhood Education

* Libraries

* Public and private foundations

* Businesses

*Law enforcement agencies

*Correctional programs

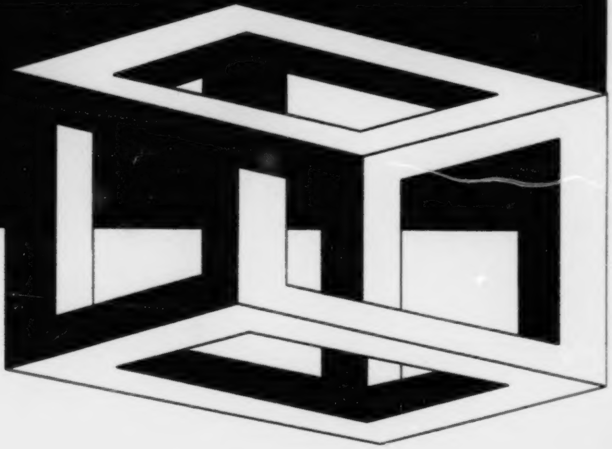
How To Read This Report

This report provides definitions, philosophical views, and models of family literacy. The materials developed by the National Center for Family Literacy (NCFL) of Louisville, Kentucky, have been used extensively in this report. The NCFL is responsible for much of the pioneer work in family literacy and has influenced programs in all fifty states.

The report is divided into two sections. The first section provides an overview of the history, background, and research related to the development of family literacy. The second section addresses some of the same content areas, but pertains specifically to Colorado. Student success stories provided by the First Impressions Program of the Office of the Governor are also included.

Profiles of selected programs throughout the state are provided to assist the reader in understanding the variety of formats family literacy programs may use. Colorado programs that have offered to provide technical assistance to interested individuals are then listed. Finally, informational and funding resources are given to assist Colorado programs in gaining both a broad and practical working knowledge of family literacy.

SECTION 1:
RESEARCH & BACKGROUND ON FAMILY LITERACY



INTRODUCTION TO FAMILY LITERACY

This section provides a brief overview of the importance of family literacy programs and of the rationale behind the widespread support for the development of this field. These themes will continue to be explained in greater detail throughout the report. This section also identifies certain concepts utilized in the literature and in the practice of family literacy that are highlighted throughout this report.

The literature supports the assertion that the adult is the key to the success of these programs as well as to the success of their children (NCFL, 1993; Van Fossen and Sticht, 1991). This report strongly affirms this emphasis on adult education within programs of family learning. Family literacy may prove to be the key to reaching those individuals who are in need of adult literacy education but who have not been able to be reached through programs offering adult basic skills instruction only. Family literacy broadens attitudes toward adult literacy; the focus is more on how parents can impact the lives of their children and create stronger family units.

Based on comments from practitioners, and again supported by the literature (Nickse, 1990a), this report also addresses the belief that family literacy programs must represent a **team** of professionals from both adult education and early childhood education. Each has much to learn from the other and their cooperation is the key to the success of these programs.

Importance of Family Literacy

Family literacy programs hold perhaps the greatest potential yet seen in education to positively influence the lives of children, adults, families and society. Even though the field is really less than a decade old, preliminary evaluations have shown not only an educational effect on individuals of all ages, but social and economic effects as well. As explained by the National Center for Family Literacy (1993), family literacy is one approach within the context of a broad range of efforts to break the cycle of intergenerational poverty through education and support of the parent in order to strengthen the American family.

The following excerpt is taken from The Power of Family Literacy, a report prepared in 1994 for the National Center for Family Literacy by Philliber Research associates with funding provided by the Danforth Foundation. It provides a powerful summary of the potential and the power of family learning.

> *The data in this report are based upon the experiences of over 300 families who participated in the Toyota Families for Learning Program during the 1992-1993 school year. While the results are encouraging, they must be thought of as preliminary. In particular, assessing the long term impact of the program will require the passage of time. However, the results point in five promising directions.*

- Adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult focused programs.
- Participants in family literacy programs are more likely to remain in the program than participants in adult focused programs.
- Adults who participate in the program longer continue to learn.
- Children participating in family literacy programs demonstrate greater gains than children in child focused programs.
- More educationally supportive home environments are reported among the participants in family literacy programs (p.20).

The tremendous impact of family programs is due in large part to the familial context and approach to family literacy. The problems of poverty and illiteracy are carried on from generation to generation, and long established beliefs and attitudes are instilled in each new generation. The relationship between parental educational level and the educational achievement of the child is well documented. Sharon Darling, founder and president of the National Center for Family Literacy states, "Solutions that isolate the adult or isolate the child fail to address the literacy needs of the family as a unit. To break this intergenerational cycle, an intergenerational solution is required" (1992, p.3). Elaine Baker, formerly Family Curriculum Coordinator and Project Director for the Barbara Bush Foundation Family Literacy Project for the Adult Learning Source in Denver, states that "Family literacy is one of the most important tools we have for social change. It is more potent than adult literacy because it builds on the caring among family members" (Interview, July,1993).

The motivation to attend family literacy programs is high, as participants come to these programs to improve life for their families, not solely for themselves. Participants want to increase their educational levels and learn job skills, but they also want to be more effective parents. "Family literacy is a dynamic that strengthens families" explains Baker. Family literacy programs help parents feel that they **can** impact their childrens' lives, and because they feel this way they invest in their children and families through attending these programs.

Nickse (1990a), as does the NCFL, points out that other approaches exist to serving the needs of families, for example, intergenerational approaches such as library-based family reading programs and the Wider Opportunities for Women programs that work primarily with adults. Others, such as Parents as Teachers and home-based Head Start programs focus on child development with some focus on the parent. All of these programs are part of the broad array of services that have sprung up along with family literacy. Nickse maintains, however, that

> *...family literacy programs may hold the greatest promise of effectiveness because they begin with the premise that educating parents and helping them develop positive attitudes about their ability to learn is the critical first step to ensuring that their children will also become confident learners and that the cycle of illiteracy will be broken (p. 23).*

In a slightly different vein, the importance of parenting has been realized for some time. According to David Stewart (1993), Bessie Allen Charters (1880-1971) was "a pioneer in the field of parent education." She was one of the first administrators of a university-sponsored adult education program in this country. It was Charters who maintained that "'Learning how to be a parent is the greatest of all courses of study'" (p.4).

Why Support for Family Literacy Exists

"...EXCELLENCE IN PUBLIC SCHOOL EDUCATION IS AN EMPTY DREAM FOR YOUTHS WHO GO HOME EACH AFTERNOON TO FAMILIES WHERE LITERACY IS NEITHER PRACTICED NOR VALUED" (SHARON DARLING).

Sharon Darling, in the NCFL publication Creating an Upward Spiral of Success, maintains that family literacy is a better solution to the educational, social and economic problems that face our country than the school reforms and other efforts of the 1980's, "perhaps because it proposes a comprehensive strategy which attempts to get at the root of school failure and undereducation" (p.1). Family literacy addresses not only the need for intervention strategies for undereducated adults, but also the need for prevention strategies to improve education for children as well. Darling continues:

> *Family literacy programs recognize that these two groups - undereducated adults and educationally `at-risk' children - interlock; they are bound so tightly together that excellence in public school education is an empty dream for youths who go home each afternoon to families where literacy is neither practiced nor valued (p.1).*

Family literacy is also appealing to a broad spectrum of individuals largely because its focus **is** the family. At all political levels, the family has taken its place at center stage. The concept of family has become more and more central to discussions of educational and welfare reform. Family problems and the breakdown of the family are linked to most of the problems currently plaguing society. This focus on the family has translated easily into explaining the potential impact of family literacy programs. A 1990 report completed by NCFL and PLUS (Project Literacy U. S.) states that "...society is the ultimate beneficiary of family literacy. It gains productive, taxpaying, responsible citizens who can act as role models for their children and for other adults in their communities" (p.3).

The "Goals 2000: Educate America Act" as proposed and passed into law during President Clinton's administration, has established as policy the National Education Goals established in 1990 by then President Bush and the nation's governors. There are eight "National Education Goals" and family literacy affects each one of them either directly or indirectly. Goals One and Six are of particular relevance in explaining the existing support for family literacy programs. Goal One, "School Readiness", states that "By the year 2000, all children in America will start school ready to learn." Goal Six, "Adult Literacy and Lifelong Learning" states that "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." (Source: Congressional Record-House, March 21, 1994). Family literacy programs provide the means by which to achieve these two goals and thus strengthen our nation through the concurrent instruction and support of both youth and adults.

THE LINK BETWEEN EDUCATION AND GLOBAL COMPETITIVENESS IS NEVER FORGOTTEN

It should further be noted that family literacy programs indirectly impact upon the success of the six remaining goals: ensuring the graduation rate to be 90% by the year 2,000; improving academic achievement and citizenship of youth for the workplace and within the community; improving teacher education and professional development; ensuring that American youth are first in the world in math and science; providing safe, disciplined, alcohol and drug-free schools; and most particularly developing partnerships between parents and schools through increasing parental participation. (Source: Congressional Record, March 21, 1994). Family literacy can be easily utilized to assist in the attainment of all eight educational goals for the nation.

Nickse (1990a) also indicates that the issues facing contemporary society contribute to the widespread support of family literacy. Pressure is coming from all segments of our society, from within corporate organizations, institutions, and from families themselves to do something to address these concerns. Nickse identifies these issues as including a "growing concern in communities for the improvement of adult literacy and literacy of families, young children's and teens' school success, the health and stability of families, the strength and cohesion of neighborhoods, and the economic health, competitiveness, and preservation of our standard of living" (pp.8-9). The link between education and global competitiveness is never forgotten. As Nickse (1990a) states, "After all, it is only 16 short years before today's preschool child becomes tomorrow's worker" (p.12).

Program administrators and funders also see the potential for these programs to be more cost effective as they reach both adults and children at the same time rather than separately. As Nickse (1990b) points out, some are beginning to see " a`bigger bang for the literacy buck'. Programs are not necessarily less expensive, but may be more effective when instruction is integrated" (p.9). Nickse also reminds us, however, that there are no "quick fixes" in literacy improvement and that we may have to focus on the long-run to confirm the effectiveness of the holistic approach to literacy advocated by the NCFL. Darling (1993) states:

> We canno[sic] make lasting changes in these messages without multi-faceted, long term family programs. Families have had many years (in fact generations) to become what they are, and change is never quick or easy (p.3).

Financial concerns are always related to the need for improved coordination of existing services for at-risk individuals. Again, family literacy provides an answer. Nickse (1990a) notes the "holistic organization" of family literacy programs is "evidence [at the local level] of cooperation and collaboration not frequently paralleled in agencies at state or federal levels" (p.10).

Family literacy is also based on a concept that simply seems to make sense to people: that parents and children reading together should work. This belief comes, however, from a highly middle class background and world view. In the low-income or low-literate home, some difficulties exist which can severely interfere with the success of family literacy efforts. First, low literate adults lack both the skills to read to, or with, their children, as well as the knowledge to model literate behavior to their children. Second, economic concerns often mean that activities such as reading must take a back seat. Nickse (1990a) citing Rodriguez and Cortez (1988) "No matter how carefully crafted, the success of family and intergenerational literacy programs is offset by persistent poverty" (p.11). Still, the practice, research, and literature support the conclusion that the best place to intervene to break through these cycles is through intergenerational and family literacy efforts.

FAMILY LITERACY PROGRAMS TEACH THE PARENTS WHAT THEY NEED TO KNOW TO BECOME MODELS OF SUCCESS AND SOURCES OF SUPPORT FOR THEIR CHILDREN.

The Reading is Fundamental group (1988) cites the results of a 1988 national survey conducted by the Roper Organization. The results showed that 91 percent of the parents surveyed said reading well is "very important" to their children's future, even more so than a child's friends, school, grades, neighborhood, or religious training. The amount of time they spent with their children was the only item they rated higher in importance. 72% of the parents also said that they (not the schools) were primarily responsible for making sure their children develop an interest in reading.

But it was also revealed that many parents needed to learn how to help their children develop this interest. This is one of the most important contributions of family literacy programs: they teach the parents what they need to know to become models of success and sources of support for their children.

Within Colorado, both Dian Bates, Executive Director of the CDE Office of Adult Education, and Mary Willoughby, State Family Literacy Coordinator for the office, stress the impact of adult education in particular on the success of family literacy programs and on K-12 education. As Willoughby states, "No program, particularly those programs designed to intervene on behalf of children, will be effective if the parent is not involved in some capacity, or cannot be involved due to low levels of literacy skills" (Interview, May, 1994). Bates continues to stress that, "Children benefit from adult education. Research has shown repeatedly that the educational levels of the parents and their involvement with their children's education and their children's schools are directly related to the success those children will experience throughout their educational years" (Interview, May, 1994). As stated in the A.L.L. Points Bulletin of December 1993:

> *Excellence in parenting and education of children are vital to the very survival of our nation and are inextricably entwined. Excellence in public school education is an empty dream for youths who go home each afternoon to families where literacy is neither practiced nor valued.*
>
> *Current research continues to prove that the education of parents is directly correlated to the children's success in school (p.1).*

Finally, the importance of education overall continues to be recognized. As the 1990 study completed by NCFL and PLUS summarizes:

> *Education is still the most important variable for escape from poverty and welfare; and education still sets the course for hopes and dreams for individuals and for families (p.3).*

DEFINITIONS

5

This section provides definitions of literacy and of family literacy to help clarify both their complexity and their specific focus. The perspectives of both practitioners, those individuals working within the literacy field, as well as those contributing to the current research and literature base are included.

Definitions of Literacy

A review of the definitions of literacy is provided first to provide a context for the role of family literacy. There are numerous definitions which sometimes cause confusion in understanding and evaluating this field.

As Mary Willoughby, State Coordinator of Family Literacy in the Office of Adult Education explains, "We no longer have `illiteracy'. The problem facing society now is one of functional literacy, or of having skills to be able to chart your way through our modern, complex society." According to Willoughby, we have moved away from the idea that illiteracy means people can't read; this is an oversimplification of the problem. We've now come to understand that the problem is a lack of many skills needed to cope effectively, particularly in a time of constant and rapid change. Corresponding to these changes in the concept of illiteracy, different definitions have developed. These definitions have attempted to respond to what "literacy" means in the context of our contemporary society and have led to the current concept of "functional literacy". This term is much more appropriate as it recognizes the continuum of skills needed to function effectively in today's changing world.

DEFINITIONS HAVE ATTEMPTED TO RESPOND TO WHAT "LITERACY" MEANS IN THE CONTEXT OF OUR CONTEMPORARY SOCIETY

Colorado

In Silent Crisis, the final report of the Colorado Adult Literacy Commission, published in 1991, Gonder states that, "Literacy, in fact, is a skill continuum, where the level required is affected by the task at hand" (p.18). The Adult Literacy Commission agreed with this concept of a continuum of skills "...that are meaningful in the context of a person's role as parent, employee, citizen and individual" (p.20). They also, however, chose to accept a single definition of literacy rather than focus on levels of literacy in order to guide policy debates and facilitate communication. Their definition as provided in Silent Crisis is as follows:

> *Literacy is the possession of basic communication and computational skills that enable individuals to solve problems, to meet their own objectives and to function effectively in our rapidly changing society. Communication skills include reading, writing, speaking and listening. Computational skills include using arithmetic to solve problems (p.20).*

The Commission also decided to provide a common basis that would facilitate communication about this broad concept of "literacy". Because most discussions of literacy come to involve a discussion of grade levels, the Commission established an eighth grade reading level "as a minimally acceptable level for all Colorado adults" (p.20). They also recognized, however, that many adults with skills below this level have still "developed excellent coping skills to compensate for any deficiencies" (p.20).

National Adult Literacy Survey (NALS)

The National Adult Literacy Survey (NALS) was conducted in 1992 by the Educational Testing Service (ETS) and Westat under a contract with the U.S. Department of Education. This study, as reported in Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey (1993a) by Kirsch, et al. and published by the National Center for Education Statistics, surveyed 26,000 adults over the age of 16. They

THE HIGHER THE EDUCATIONAL LEVEL OF THE PARENTS, THE HIGHER THE LITERACY SCORES OF THEIR CHILDREN.

adopted the same definition of literacy that was used in the 1985 National Assessment of Educational Progress (NAEP) Young Adult Literacy Assessment. That source defined literacy as "Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential."

The NALS effort, as did the NAEP survey, measured literacy proficiency along three dimensions or scales for three types of printed materials: prose comprehension, document literacy, and quantitative literacy. Proficiency or ability was measured at five levels on each of these dimensions; level one was the lowest and level five the highest. According to the results of the survey, 21 to 23 percent of the 191 million adults in the U.S. (some 40-44 million) performed at the lowest level of prose, document, and quantitative literacy, and 25 to 28 percent (some 50 million adults) performed at the next highest level, level 2. But perhaps of most importance to adult literacy service providers, "The approximately 90 million adults who performed in Levels 1 and 2 did not necessarily perceive themselves as being `at risk'" (Kirsch, et al., 1993a, p. xv).

The relevance of the NALS survey for family literacy is clearly explained in the December, 1993 issue of the A.L.L. Points Bulletin, published by the Division of Adult Education and Literacy of the U. S. Department of Education:

> *The National Adult Literacy Survey, released in September, found that adults with high school diplomas had an average prose score of 255 [out of 500] if their parents completed 0-8 years of education; 267 if their parents attended high school but did not receive a diploma; 275 if their parents graduated from high school; and 286 if their parents earned a four-year degree. This statistical trend holds for each scale and each level of educational attainment (p.1).*

Clearly, the higher the educational level of the parents, the higher the literacy scores of their children. Nickse (1990a) states, "In sum, research findings from a variety of sources lend credibility to the importance of adult literacy education and to educated parents as one key to improved family literacy" (p.17).

The results of the NALS study are also related to the links between literacy and crime and literacy and poverty that are addressed under "Impact of Adult Literacy Programs" later in this report.

National Literacy Act of 1991

The National Literacy Act of 1991 refined the definition of literacy used in the NAEP and NALS studies, to say that literacy is the "Ability to read, write, and speak English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential." The focus of literacy is personal development based on one's own personal goals and on the skills required to function successfully within our society.

Canada

A Southam Survey by Nesbitt conducted in Canada attempted to profile the "typical illiterate". The study revealed similar findings to the NALS study: "He's older, poorer and less educated, but doesn't blame poor reading or writing skills for holding him back" (p.16). Researchers also focused on the ability to **function** in society; they identified a "true cross-section of real Canadians who can't read and write well enough to do many everyday tasks" (p.16). They see illiterate individuals "...as operating in the mainstream of society but not really part of it" (p.16). Only 10% of the illiterate individuals interviewed indicated they would take remedial instruction to improve their skills, even though half of them also said they needed help performing daily tasks such as reading instructions or finding a telephone number. The Southam Survey also reported many differences between illiterate and literate adults. For example, among literate adults, 68% remember being read to as a child, while among illiterates, the number was only 55%.

The National Center for Family Literacy

The National Center for Family Literacy (NCFL) (1993), has defined literacy in a very similar, yet perhaps more specific way than those that have preceded it: "Besides competence in reading, writing, speaking and listening, the literate person will also be equipped to think critically and creatively, set goals and solve problems, and acquire interpersonal skills that are needed for participation in our society" (p.5). This broad definition of literacy helps drive the holistic approach to family literacy taken by the NCFL, which incorporates both educational and family support services.

POLICY MAKERS, FUNDERS, THE GENERAL PUBLIC, AND POTENTIAL PARTICIPANTS MUST UNDERSTAND THE PERVASIVE INFLUENCE OF LITERACY ON OUR QUALITY OF LIFE AND ON OUR ECONOMIC AND SOCIAL FUTURES IN A GLOBAL COMMUNITY.

SUMMARY

Whatever definition is used, the consequences of low literacy have an impact on our families, education, and work. As Nickse (1990a) states: "Literacy and basic skills bear a distinct relation to the future and well-being of workers, families, firms, and the country" (p.17). Policy makers, funders, the general public, and potential participants must understand the pervasive influence of literacy on our quality of life and on our economic and social futures in a global community.

Definitions of Family Literacy

Colorado

The Colorado definition of family Literacy was developed by the Family Literacy Task Force of the Colorado Adult Literacy Commission and approved by the Commission in December, 1992. The definition is used by the Office of Adult Education (OAE) of the Colorado Department of Education (CDE) as the standard for all family literacy programs throughout the state. It is compatible with national definitions, with the work of the NCFL, and with program models currently in place throughout the country and in Colorado. Additionally, the task force designed it to be compatible with the perspectives of both early childhood education and adult education programs. Finally, the philosophies, models, and definitions reviewed in the current literature also provide support not only for the definition, but for all of Colorado's work in the field of family literacy.

As Mary Willoughby, OAE State Coordinator for Family Literacy, explains, "The Colorado definition identifies four components leading to effective family literacy programs." Refer to Appendix A for detailed descriptions of the four components. These are essentially the same as those recommended by the NCFL. In terms of setting goals for family literacy programs, the CDE Office of Adult Education encourages projects to strive to develop all four components of this definition in some form appropriate to the community and agency in which the project exists.

The Colorado definition follows:

Family literacy is an approach to intergenerational learning focused on the family. It acknowledges family and culture as the foundation of learning for the child. Family literacy recognizes the parent as the child's first teacher and the literacy of the parent as crucial to the development of the literacy of the child. Family literacy provides instruction to enrich the home environment through interactive intergenerational learning that models, supports, values and promotes literacy and lifelong learning skills.

Family Literacy program delivery utilizes models that provide the following four components:

Early childhood and/or school-age educational assistance;

Adult basic skills education;

Parents and children learning together;

Parent time together: parent support and education.

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Most of the programs currently operating in Colorado fall somewhere on a continuum of program development in which each of these four components are operational to varying degrees.

The Office of Adult Education recognizes that programs will differ from community to community and from agency to agency. The literature supports the assertion that any model that is used should be adapted to meet the needs of the community and utilize the strengths of the agencies involved. For example, Nickse (1990a) states,"Program diversity is considered a strength: what works in one community may not in another" (p.32). Programs may link together existing services and community programs or programs may be completely self-contained with services supplied all in one program location. Nickse asserts, "The real issue is the appropriateness of the services to the needs of the participants" (p.36).

SIMPLY, WHEN PARENTS AND CHILDREN LEARN TOGETHER, AN APPRECIATION AND RESPECT FOR EDUCATION IS PROVIDED FOR THE CHILDREN WHICH PAVES THE WAY FOR ADJUSTMENT TO AND SUCCESS IN SCHOOL CLASSES.

The Literature

Ponzetti and Bodine (1993) cite research that supports their statement of purpose for family literacy: "The primary purpose of family literacy programs is to improve the literacy of educationally disadvantaged parents and children, based on the assumption that parents are the child's first and most influential teachers" (p.106).

Family literacy is an approach to education that can help break the cycle of poverty, undereducation, and dependency among families that need a second chance. As Kerka (1992) states, "Breaking the continuing cycle of low literacy levels transmitted from one generation to another is the philosophy behind family and intergenerational literacy programs." Nickse (1990a) expands on this potential of family literacy to break age-old cycles: "Long-term goals for programs include a break in the cycle of intergenerational illiteracy, and, additionally multiple and separate tools for adults (greater success in parenting, education, training and employment) and for children (increased achievement in school, fewer school dropouts and a literate work force for the future)" (p.8).

Nickse (1990a) summarizes much of the practice and research. Simply, when parents and children learn together, an appreciation and respect for education is provided for the children which paves the way for adjustment to and success in school classes. In addition, parents acquire new skills for work and home and a new appreciation of their role as first teacher. There is also a type of synergy that exists in family literacy programs that is not found in programs that work with children and adults separately. As Ponzetti and Bodine (1993) state, "The simultaneous provision of services to parents and children, and the focus on the familial context acknowledges that literacy development is reciprocal: from parent to child and child to parent" (p.111).

Nickse (1990a) describes family literacy programs as an opportunity to "combine agendas of mutual importance: the improvement of adults' basic skills and children's literacy development" (p.1). There are numerous program models currently being used throughout the country and Nickse proposed a typology of four generic program models, describing each model on two dimensions: the mode of program intervention (direct or indirect) and the type of participation (adults alone; children alone; adults and children together). The concepts of success and the measures used for evaluation of each of these models differ significantly. Greater detail can be found in Nickse's Family and Intergenerational Literacy Programs: An Update of the Noises of Literacy.

Several terms such as family learning, family literacy, and family education, are used by different practitioners to refer to programs that provide education for parents and children in a family context. The goal in using terms other than "literacy" is to remove any potential stigma that might become associated with these programs. But all of these terms refer to the same programmatic configuration: instruction in adult basic skills and in parenting skills for parents, instruction for children and finally for parents and children together. New terms are beginning to be used to describe the parenting component, such as "Parent Time", "Parent Advocacy", and "Parent Leadership".

Family literacy is found in a variety of formats in a variety of places, each with its own strengths and challenges. All of them, however, share the common concerns of literacy and human development (Nickse, 1990a). Nickse identifies five sectors in which family literacy programs are found: Adult Basic Education; Library Programs; Family English Literacy Programs; Preschool and Elementary Programs; and Corporate and Workplace Programs. Diversity is the norm in actual program sites and facilities. Programs are held in public schools, community centers, and community-based organizations. Sometimes, particularly in rural areas, programs are either completely or partially home-based. With the growth of family literacy, specially designed centers are being developed which provide the many advantages of multiple learning environments.

Although all participants are generally referred to as "at-risk", as Brizius and Foster (1993) note, family literacy is no longer just a concern of educational programs for at-risk groups: the corporate world must take note as well. Nickse (1990a) identifies challenges for the private sector that will contribute to the development of family literacy. For example, the private sector must: encourage partnerships; expand workplace literacy programs; provide corporate leadership; and strengthen organizing efforts for female-dominated, low-wage jobs.

THE BASIC PREMISE IS THAT PARENTS AND CHILDREN CAN LEARN TOGETHER AND IN SO DOING ENHANCE EACH OTHER'S LIVES.

The National Center for Family Literacy

The National Center for Family Literacy (NCFL) recognizes that family literacy means different things to different people. The NCFL expresses their simple ideal for family literacy programs: "That parents and children can learn together, and in learning together can overcome the most difficult odds" (Brizius & Foster, 1993, p. xviii). The basic premise is that parents and children can learn together and in so doing enhance each other's lives. Family literacy programs are designed to bring families together, to help them learn new skills, including those skills necessary to making a family function successfully.

In the 1993 NCFL training materials, the following description of NCFL's approach to family literacy is provided. Explanations of their models and components follow.

> *The national Center defines family literacy with a more comprehensive intervention approach to breaking the cycle of poverty and undereducation within a family system. There are three models upon which the Center's training is focused, home-based, center-based, and a combination of the two. However, in all of the model configurations each of the...four components is very important to the definition of family literacy. In a quality family literacy program these components are integrated into a powerful intervention strategy for 'at risk' families (p.11).*

The three different service delivery methods mentioned are defined as follows: (1) center-based or group-based, where parents and their preschool children are brought together several times a week, usually in a school setting; (2) home-based, where instruction and services are brought to the home; and (3) a combination of the two where parents and children attend a center at least twice per month with the remaining services provided in the home.

Also mentioned was the four-component concept for programs adapted by Colorado for its state definition of family literacy. The Colorado definition broadens the age range of children served in family literacy programs to include nurseries for infants, pre-school assistance, and assistance for in-school youth. The following descriptions of the four components were drawn from several NCFL reports and training materials. Darling (1993) states that the NCFL staff "prefer to define family literacy as a holistic, family-focused approach, targeting at-risk parents and children with intensive, frequent, and long term educational and other services" (p.3).

1) Early Childhood Education: Family literacy programs provide developmental experiences for young children: learning experiences are appropriate for the child's age and are aimed also at encouraging a lifelong love of learning.

(2) Adult Education: Family literacy programs provide basic skills instruction for the children's parents or primary caregivers: they stress appropriate literacy instruction for adults, both contextual and individualized.

3) Parent and Children Time Together (PACT): Family literacy programs work with parents and children together, helping them to share in the learning experience. A key part of family literacy is providing an opportunity for parents to learn better parenting skills while they work with their children on learning and developmental experiences. During PACT, they have a chance to practice their skills and children benefit from this supportive environment.

(4) Parent Time: Family literacy programs bring parents together in support groups to share experiences and overcome obstacles to family learning.

Brizius and Foster (1993) provide evidence of the success of this four-component approach:

> *Early results from family literacy evaluations are quite positive, indicating that families gain from combining the elements of family literacy programs. Evaluations conducted by Dr. Hayes and others conclude that when the four elements are put together, the behavior of families changes. Parents become more responsive to their children, children receive the developmental care they need and families learn to work together more effectively. This suggests that family literacy programs will be the most effective when they take a balanced approach to all four elements of family literacy (p. 64).*

According to the NCFL, these four components can be configured in many ways: they vary in comprehensiveness and level of intensity of services, the location of the program, the ages of children served, and the focus of adult education on the basic skills, GED, or ESL instruction. Sharon Darling (1993), president of the NCFL, recognizes and understands the need for variations in programs, while reasserting the need for a strong, common goal.

> *The details of service delivery are less important in characterizing family literacy programs than are the goals, target population, duration and intensity of instruction. . . . Their broadest aim is to change the messages communicated in the home - messages related to the value of literacy, the connection between education and quality of life, and the link between educational accomplishments and life successes (p.3).*

Intergenerational Programs and Family Literacy

One final discussion of terms is needed to clarify the scope and purposes of family literacy. Intergenerational and family literacy programs are of course related, but some basic distinctions exist as well. Lancaster (1992) maintains that the terms of intergenerational and family literacy came into being around 1980, coinciding with research that indicated adults' educational levels affected the educability of their children and that the home environment and interactions between adults and children could positively impact literacy development. It was also during the 1980's that the definition of literacy began to broaden to include the context in which literacy skills were used.

Another term that frequently occurs in the literature is "intergenerational transfer". As Lancaster (1992) explains, "this term refers to the positive effects on children's educability from the educational experiences, school attainments and family interaction of the children's parents, grandparents or other caretaker adults. This may be the result of direct efforts to strengthen literacy with both generations together, or indirect efforts to strengthen literacy of the adults only" (p.2).

The differences between intergenerational and family literacy is explained by Nickse (1990a): "Not all programs that title themselves as `intergenerational' are `family' programs" (p.2). She continues, "By definition, `family' programs are both family and intergenerational because they target recruitment to immediate family...or extended family... and also span age groups" (p.3). In other words, in intergenerational programs, the adults who are paired with children in reading activities need not be family members. They may be volunteer senior citizens, neighbors, primary caretakers, or volunteer literacy tutors. In family literacy programs, however, education always takes place within the context of the family, in whatever way that context is defined by the members of that family (Lancaster, 1992; Nickse, 1990a; Lane, n.d.).

There are also commonalities, however, between these two approaches. As Weinstein-Shr (1992) states: "The terms family and intergenerational literacy are recent and are used in different ways by different people. However, they share a common recognition that the relationships between children and adults are important, and that these relationships affect literacy use and development" (p.1).

Summary

The important concept to remember when attempting to define or discuss family literacy is that although programs may look and operate differently, the underlying beliefs are still the same: the relationships among family members are paramount to the success of these programs and each program must be molded to fit within the community it serves. The central emphasis is always on breaking the intergenerational cycle of poverty by working with whole families to positively affect attitudes, beliefs, and behaviors around education and learning.

HISTORY OF FAMILY LITERACY

12

Much of the following section was drawn from Generation to Generation: Realizing the Promise of Family Literacy, written by Brizius and Foster (1993) and sponsored by the National Family Literacy Center. Although focusing on the work of the NCFL, it also provides an overall chronological history and scope of the field of family literacy. Major contributors to the development of the field, from private foundations to government, are also identified.

Family literacy is still a relatively young, yet ambitiously growing field. According to the A.L.L. Points Bulletin (December, 1993), in 1988 "...all the state adult education offices combined reported funding only 455 family literacy and intergenerational projects. By 1991 that number had grown to 1,100. That equates to more than one third of all the adult education programs operating across the country" (p.1). The November/December issue of GED on TV Newsletter points out that by 1992, there were family literacy programs in all 50 states. Brizius and Foster (1993) state the field has grown from six to over 1,000 programs nationally in less than ten years.

As evidenced in the preceding paragraph, the categorizations or definitions used in such reports to include or exclude programs, create problems when attempting to provide an accurate number of programs or persons served. With an increasing familiarity with the field however, we are reducing the difficulty of determining precise numbers of programs that exist. Nickse (1990a) still cautions that programs vary so much and are sponsored by such a multitude of sources they are often difficult to even identify. "No one knows the numbers of programs in existence" (p.12).

But regardless of program counts, it is obvious that a great deal has happened in less than a decade. As explained below, family literacy programs began with seed money in the 1980's. The field has now grown to become a national movement supported by federal legislation and policy. As Brizius and Foster (1993) state:

> *When the social history of the United States in this century is written, it may be that these few years in which family literacy contributed to the focusing of attention on the issues of intergenerational poverty are counted as a turning point (p.50).*

The Beginnings

"PACE BROUGHT TOGETHER THE STRANDS OF ADULT LITERACY, EARLY CHILDHOOD DEVELOPMENT, AND PARENTAL SUPPORT INTO A SINGLE PACKAGE" (BRIZIUS AND FOSTER, 1993)

The concepts of family literacy really began to be put into practice in the 1980's in Kentucky and North Carolina. This section describes some of the original efforts conducted by individuals in these two states.

Parent and Child Education: PACE

The roots of current family literacy programs are often traced back to the Parent and Child Education (PACE) program developed in Kentucky in 1985. Assemblyman Roger Noe and Sharon Darling, then director of adult education for the Kentucky Department of Education, put together the elements of this new concept called PACE, a program where parents and children were brought together to learn. In 1986 PACE was funded by Kentucky and pilot programs were started in six rural counties. In the next year it was expanded to 18 counties. Brizius and Foster (1993) explain the reasons for the vast impact of the PACE programs. Simply, for perhaps the first time, "PACE brought together the strands of adult literacy, early childhood development, and parental support into a single package" (p.28) (Brizius and Foster, 1993). PACE gained national recognition for its new approach to providing learning to family members and subsequent programs were modeled after it.

The Kenan Trust Family Literacy Model

A major turning point in the development of the field of family literacy came in 1988, when the William R. Kenan, Jr. Charitable Trust of Chapel Hill, North Carolina provided a generous grant to establish model family literacy programs at three sites in Louisville, Kentucky and in four counties in North Carolina. The original PACE model was modified slightly to become "The Kenan Trust

A MAJOR TURNING POINT IN THE DEVELOPMENT OF THE FIELD CAME IN 1988, WITH A GENEROUS GRANT FROM THE WILLIAM R. KENAN, JR. CHARITABLE TRUST OF CHAPEL HILL, NORTH CAROLINA.

Family Literacy Model", or simply, the "Kenan model". Brizius and Foster (1993) explain:

> *The Kenan project stressed parental support groups and provided intensive training for provider staff. Project directors also developed extensive management training programs for family literacy providers. A preschool curriculum based on the High/Scope experience was implemented. Literacy instruction techniques were improved and evaluative techniques stressed. In two years, a new and more sophisticated model for family literacy programs emerged. Through the development of this model, the four elements now recognized as essential to any family literacy program were refined (p.30).*

"THE MISSION OF THE NATIONAL CENTER FOR FAMILY LITERACY IS TO PROMOTE FAMILY LITERACY PROGRAMMING AND TO SEE IT IMPLEMENTED EFFECTIVELY ACROSS THE NATION" (BRIZIUS & FOSTER, 1993).

National Center for Family Literacy

The next critical development for the field of family literacy was the establishment in 1989 of the National Center for Family Literacy (NCFL) in Louisville, Kentucky. Again, much of the credit is due to the support of the Kenan Charitable Trust. The Trust had decided to broaden the scope of their original project and established the National Center for Family Literacy, providing funding for their first year. Sharon Darling became the President of NCFL.

"The mission of the National Center for Family Literacy is to promote family literacy programming and to see it implemented effectively across the nation" (Brizius & Foster, 1993, p.31). To meet this goal, the NCFL provides training and assistance to state and local leaders; offers staff development and technical assistance workshops; conducts demonstration projects and publishes research; and "spreads the word about family literacy to ensure that family literacy is not forgotten in the vicissitudes of the public policy process, that it remains at the top of the public policy agenda at the federal, state, and local levels" (p. 32).

SINCE 1991, THE TOYOTA MOTOR CORPORATION HAS PROVIDED OVER $5.1 MILLION IN SUPPORT OF FAMILY LITERACY PROGRAMS IN MAJOR CITIES THROUGHOUT THE COUNTRY.

Since its establishment in 1989, the NCFL has concentrated on training providers, working with communities and states to help them start family literacy programs, and developing national support for community family literacy initiatives. In one way or another, the NCFL has reached and assisted programs in all 50 states.

Toyota for Family Learning Project

One of the most visible efforts of the NCFL was made possible by the generous grant of the Toyota Families for Learning Project. As explained in more detail later in this report, the Metro Denver Family Literacy project became a part of this national project in 1993. Since 1991, the Toyota Motor Corporation has provided over $5.1 million in support of family literacy programs in major cities throughout the country. It was the third round of funding that brought money to Denver and four other cities, bringing the total number of cities, each with multiple sites, to 15.

The Toyota grants encourage the development of collaborations in each participating city to insure the existence of the program long after their initial funding ends. Collaborative partners provide both funding and services and have included public agencies, private businesses and civic organizations.

The Apple Partnership and Family Literacy

In 1990, Apple Computer, Inc. awarded $250,000 in computer equipment to the NCFL who then awarded equipment grants to five family literacy programs across the country. Students, both parents and children, have benefitted from using computers as a literacy tool. In 1991, Apple awarded an additional grant of $310,000 to the Toyota funded programs.

Federal Initiatives

Even Start

In 1988, Even Start was enacted as a federal demonstration project through the Hawkins-Stafford Elementary and Secondary Education Improvement Act. The goals were similar to the PACE and Kenan programs: the project sought to improve educational opportunities for both children and adults by bringing them together in a unified program. Even Start allowed for children up to the age of seven to be served, a broader age range than had been allowed under the PACE and Kenan models, and encouraged a home visitation component as well. The initial funding in 1989-1990 provided a significant boost to the family literacy movement. Brizius and Foster (1993) state:

> **If funding for Even Start grows, as seems likely, this program will remain the most important source of funds for family literacy efforts, unless state governments invest in family literacy in a significant way (p.39).**

The National Literacy Act

The National Literacy Act of 1991 amended the Even Start Program in three important ways: by changing the name to the Even Start Family Literacy Program; by broadening the types of eligible recipients of funding to include community-based organizations and non-profits; and ensuring that a family would remain eligible until both the child and parent were ineligible to participate.

Head Start

In 1991, the federal Head Start program announced a Head Start Family Literacy Initiative in a document entitled Promoting Family Literacy Through Head Start. This addition recognized the influence of the parent on the child's educational achievement and thus broadened the scope of Head Start to include a focus on the parent. As stated in the report, the goals of this initiative were to enable Head Start parents to develop and use literacy skills and to enhance children's literacy development by helping parents become their first teachers. "It is fair to expect... that this initiative will provide a catalyst to thousands of Head Start programs around the country at least to look in to the possibilities of using some of their growing resources to support family literacy components" (p. 46).

The Family and Child Education Program (FACE) of the Bureau of Indian Affairs

The Family and Child Education (FACE) Program has incorporated family literacy as part of its mission to provide quality education for American Indians and Alaska natives throughout their lives. The first programs began on five reservations in 1991, five more began in 1992, and there are plans to continue to increase the number of programs on Native American lands.

State Initiatives

State governments have had a significant role in the development of family literacy programs since the beginning, although the programs themselves look very different in each of the states that have provided them support. The state of Washington, in the mid-1980's, was the first state to implement a statewide comprehensive approach to the issue of family literacy. As already mentioned, later in the 1980's, Kentucky and North Carolina were the first states to provide center-based family literacy programs utilizing all four components of the Kenan Model. All state efforts to date have been assisted by the NCFL.

Nickse (1990a) also recognizes three other states for their pioneering support of intergenerational literacy projects: Massachusetts, Pennsylvania, and Kentucky. Mississippi and Hawaii have also recently initiated comprehensive literacy legislative efforts.

The Role of Foundations

BARBARA BUSH BROUGHT NATIONAL ATTENTION TO THE FAMILY LITERACY MOVEMENT AND ESTABLISHED THE BARBARA BUSH FOUNDATION FOR FAMILY LITERACY IN 1989.

Kenan Trust Family Literacy Project

As noted earlier, the Kenan Trust Family Literacy Project has been critical to the development of family literacy. This project has funded seven sites in North Carolina and Kentucky and established and help sponsor the NCFL in Louisville, Kentucky.

Barbara Bush Foundation for Family Literacy

Barbara Bush brought national attention to the family literacy movement and established the Barbara Bush Foundation for Family Literacy in 1989. As Brizius and Foster (1993) explain, the mission of the foundation was defined as threefold: to support the development of family literacy programs; to break the intergenerational cycle of illiteracy; and to establish literacy as a value in every family in America.

The first round of grants in 1990 funded 11 programs, the second round in 1991 funded 13, and the third in 1992 funded 16 programs throughout the country. Each round of grants totaled $500,000. Two of the greatest contributions of the Foundation have been the focus on helping communities start family literacy programs, and the extensive publicity and public support brought to the role of family reading in the educational and personal development of the child.

In 1989, the Bush Foundation published First Teachers: A Family Literacy Handbook for Parents, Policymakers, and Literacy Providers. This publication explains the fundamentals of family literacy and Mrs. Bush's contributions, but also showcases programs such as HIPPY, MotherRead @, Parents as Partners, and others whose mission is to assist the educational growth of parents and children.

The MacArthur Foundation

The MacArthur Foundation has also supported several projects, for example the Work in America Institute, Inc., and the evaluation of the Illinois Family Literacy Projects, including the WOW (Wider Opportunities for Women) national project designed to improve the literacy skills of women heads of families. The Work in America Institute project developed a curriculum designed to increase family literacy as well as improve employees' skills, thus providing one of the best examples to date of combining the work of family and workplace literacy programs.

The Rockefeller Foundation

The Rockefeller Foundation has also contributed to the development of the field of family literacy. For example, they cosponsored with Wider Opportunities for Women a landmark 1989 conference on literacy in the marketplace. They have also supported an intergenerational literacy project in five sites throughout the country.

The Roles of Organizations

Wider Opportunities for Women (WOW)

The mission of Wider Opportunities for Women (WOW) is to help women and girls achieve economic independence and equal opportunity. In support of this mission, they are integrating a family literacy component into their existing curriculums.

SER, Inc.

SER, Inc., a national organization for Hispanic peoples, is supporting, among other programs, their Family Learning Centers throughout the country.

Unions

Even though unions have been assisting their members with basic skill needs, they are also beginning to respond to the need for family literacy. Efforts include the UAW/Ford and UAW/GM Training Centers efforts that assist their employees in helping their children learn.

Volunteer Literacy Organizations

Volunteer literacy organizations, many of which are sponsored by corporations or foundations, have also played a part in the growth of family literacy. GTE Corporation has provided Literacy Volunteers of America (LVA) with a grant to establish the GTE Family Literacy Program in six cities. Laubach Literacy International and LVA both received funding in 1990 from the Coors Family Literacy Foundation in support of their training efforts.

Summary

Support for the growth and development of family literacy has come from a diversity of sources, including both the private and public sectors. This is perhaps the first time that both "sides" have joined together in mutual support of an educational concept. Perhaps this is because they both recognize the potential of family literacy programs to impact lives both within our local communities, as well as affect our future standing within the world-wide global community. In fewer than ten years, family literacy has already begun to provide evidence of its potential for these far-reaching and long-term impacts. Colorado has seen the results of this rapid expansion and professionalization of the field. Profiles of selected Colorado programs and students, along with listings of available services and resources are provided in Section II of this report.

RESEARCH BASE

This section identifies the broad research base that has contributed to the development of family literacy philosophy and practice, as well as noting the contributions of the practice of family literacy itself. Each field reviewed supports the influences of parents and the home environment on different aspects of family literacy programs. For a more comprehensive review of the research, refer to Nickse's 1990 Family and Intergenerational Literacy Programs: An Update on "The Noises of Literacy".

Nickse (1990a) identifies the different fields that have contributed to the growth and development of family literacy. "Studies in adult literacy, emergent literacy, cognitive sciences, early childhood development and education, and family systems theory support the soundness of a family education approach" (p.15). She also addresses the role of parents in children's literacy development, cultural differences, and concerns of the corporate world. Obviously, family literacy draws support from divergent fields and the challenge now, Nickse asserts, is to merge these studies, develop a literature base and a multidisciplinary practice. Nickse maintains that everything is in place for family literacy to develop into a field in its own right. She maintains, however, as do others, that many of the claims made for family literacy programs are widely evidenced in practice, but lack empirical evidence to support them. Each year, however, new studies are becoming available that provide this empirical support for a family-centered approach to learning.

Contributions of Family Literacy

There are two pervasive contributions that have been made by family literacy programs themselves that are of particular importance. These contributions are drawn from the fields of both childhood and adult education, and are therefore particularly effective in impacting the economic and social status of families. First, family literacy programs have brought to light the influence of the parents on the development of the child's reading capabilities and his/her success in school. Perhaps the greatest amount of work has been done on this relationship between parental literacy and the educational success and achievements of the child. "Current research continues to prove that the education of parents is directly correlated to their children's success in school" (A.L.L. Points Bulletin, 1993, p.1). The greatest potential of family literacy, however, is in its ability to prove that early intervention is effective in combating the pressures and influences of intergenerational poverty and undereducation.

THE GREATEST POTENTIAL OF FAMILY LITERACY, HOWEVER, IS IN ITS ABILITY TO PROVE THAT EARLY INTERVENTION IS EFFECTIVE IN COMBATING THE PRESSURES AND INFLUENCES OF INTERGENERATIONAL POVERTY AND UNDEREDUCATION.

The second contribution of family literacy programs has been a recognition of the need for understanding the social and cultural context of program participants. Family literacy powerfully supports, for example, the need to develop sensitivity and respect for the values, pressures and influences of cultural backgrounds, as well as of the devastating pressures and restrictions of poverty.

Other Fields Contributing to Family Literacy

Nickse identified five distinct fields of research that have provided important evidence in support of the effectiveness of family literacy. Each is briefly summarized below and in Table 1. Other areas of study that have affected the development of the field are also identified.

The first field is that of **adult literacy** education. Although the need is both urgent and well-documented, adult literacy education lacks a strong research base, a comprehensive evaluation of its effectiveness, and as a result, lacks the federal support and recognition it deserves. Nickse reviews numerous research studies attesting to the relationship between the educational level of the parent with the educational success of the child. "In sum, research findings from a variety of sources lend credibility to the importance of adult literacy education and to educated parents as one key to improved family literacy" (p. 17). Second, research in **emergent literacy** has provided the understanding that parents are their child's first teachers. This has clearly established the importance of parents even in the very earliest years of the development of children's literacy. As Nickse (1990a) summarizes, "Intervention now for prevention of school failure later is the guiding theme from this research" (p.18). The study of emergent literacy is also responsible for noting that the value of literacy is not the same for all members of a society. The community and the home environment also influence reading and writing development.

Third, research in **cognitive sciences** has helped us understand how learning takes place. Here, the influences of culture and society on learning are studied. Also identified are the consequences of the changes brought about by educational participation itself, particularly with regard to program participation.

Fourth, work conducted in **early childhood development and education** supports the influence of the home environment on both parent-child relationships as well as on the child. The relationship between **preschool and elementary education** and family literacy is, for the most part, concerned with the importance of parental involvement in the child's education and the school. Nickse (1990a) notes that the schools may or may not be ready for increased parental involvement. "Family literacy programs wishing to involve parents successfully need to clarify roles of parents and staff and create links to the public school system" (p.20).

Fifth, **family systems theory** contributes the understanding that families can be broadly defined without regard for generational or

TABLE 1. CONTRIBUTIONS OF RESEARCH TO FAMILY LITERACY

FIELD	CONTRIBUTION TO FAMILY LITERACY
Adult Literacy	Importance of parental education on educational success of children
Emergent Literacy	Value of literacy influenced by home: parents are their child's first teachers
Cognitive Sciences	How learning takes place
Early Childhood Development	Influence of home environment on parent-child relationships; importance of parental involvement in schools
Family Systems Theory	Broad definition of families without regard for generational or physical boundaries

NICKSE (1990A) VOICES THE THEME OF OVER EIGHT YEARS WORTH OF STUDY AND LITERATURE: "PARENTS ARE UNDENIABLY CHILDREN'S FIRST TEACHERS"(p.21).

physical boundaries; that a "family" may need only be concerned with the degrees of intimacy people feel for each other. It is important in family literacy programs to involve all members of the "family", either in classes or in social events, to develop support for the changes that will result from participation in the program.

Other studies have also contributed significantly to the development of the field. Building on the work done in the above disciplines, studying the role of the parents in children's literacy development has provided perspectives of crucial importance to family literacy providers. Nickse (1990a) voices the theme of over eight years worth of study and literature: "Parents are undeniably children's first teachers" (p.21). From the field of reading came the knowledge that parents reading to their children was of pivotal importance in the child's reading development. In addition, the parents' educational level, particularly that of the mother's is related to a child's achievement in school. In short, the literacy achievement of the parents is critical to that of their children (Nickse, 1990a). The tremendous contribution of family literacy programs is that they can assist parents who, although they may currently lack the necessary knowledge or skills, still want to help their children to achieve success in school.

Studying cultural differences has provided insights into the challenges of working with families that are culturally different. Understanding and respecting these differences in family characteristics is critical for program success. Parental involvement in program planning helps ensure their concerns, perspectives, values, and beliefs are incorporated into curriculum and instruction. It is interesting to take note of the fact that parents in family literacy programs could be among the most vulnerable of all adult learners. Within these programs, parents reveal by their actions and words the lives, beliefs and values of their families. Ethical sensitivity and respect are of paramount importance in any program of family literacy.

Finally, in reviewing the concerns of the **corporate world**, Nickse (1990a) states, "Child care and elder care are two increasing worries of employees, and what worries workers affects their employers" (p.23). She continues, "These concerns affect the productivity and absenteeism of employees. The concerns of low-income, low literate, and often single mothers can be overwhelming. Employers must begin to pay attention to these concerns as two out of three job applicants by the 21st century will be women" (p.24).

Nickse continues to explain the wide-ranging impact of child care as well as the potential contributions of family literacy. "Child care is no longer just a family matter: the delivery of high quality day care to low-income working parents is a broad societal issue. Family literacy programs, of course, can be added to existing child care programs since their objectives are complementary" (p.24).

This section provides a summary of how the cycles of intergenerational poverty and illiteracy can be broken. The impact of the parent, of the home environment, of adult literacy programs and of family literacy programs themselves are reviewed. Results of preliminary evaluations that illustrate the effectiveness of family literacy programs are also provided.

Impact of the Parent

According to the frequently quoted 1985 report, Becoming a Nation of Readers: The Report of the Commission on Reading by Anderson et al. and sponsored by the U.S. Department of Education, parents are their children's first and most influential teachers. In fact, parental involvement in helping their children learn is even more important to academic success than how well-off the family is. For example,

> *The parent and the home environment teach the child his or her first lessons and they are the first teacher for reading too. Acquiring sensitivity to the sounds and rhythm of words and their meanings, a love of books and an ease of oral communication does not happen spontaneously; we can shape our home to enable our children to become lovers of words and books (p.vi).*

The report cites several research studies that assert, "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. This is especially so in the preschool years" (p.23).

They continue:

> *Throughout the school years, parents continue to influence children's reading through monitoring of school performance, support for homework, and, most important, continued personal involvement with their children's growth as readers. Research shows that parents of successful readers have a more accurate view of their children's performance. These parents know about the school's reading program. They visit their children's teachers, may observe in classrooms periodically, and are more likely to participate in home-school liaison programs (p.26).*

They further state:

> *In conclusion, parents play roles of inestimable importance in laying the foundation for learning to read. A parent is a child's first guide through a vast and unfamiliar world. A parent is a child's first mentor on what words mean and how to mean things with words. A parent is a child's first tutor in unraveling the fascinating puzzle of written language. A parent is a child's one enduring source of faith that somehow, sooner or later, he or she will become a good reader (pp.27-28).*

For the same reasons, a 1990 report of the NCFL and PLUS (Project Literacy U.S.) emphasized the importance of the adult component of family literacy programs: "Recognizing that parents are their children's first and most important teachers, quality family literacy programs seek first to meet the needs of adults who are educationally dependent, whose attitudes and abilities were affected by bruising experiences in school" (p.1). The report also noted that "...children's early experiences are the primary predictors of later direction; quality experiences are more likely to lead to later success" (p.1).

Both practitioners and the literature support the importance of the parent time component of family literacy programs. The same NCFL/PLUS report stated:

> *Parents in family literacy programs report that closer bonds are created between them and their children. Many parents disclose that they never knew how important their role as 'first teacher' really is. When they come together for group discussions, they reinforce each other by offering practical ideas, support for problems and friendly*

PARENTAL INVOLVEMENT IN HELPING THEIR CHILDREN LEARN IS EVEN MORE IMPORTANT TO ACADEMIC SUCCESS THAN HOW WELL-OFF THE FAMILY IS.

advice about how to approach that primary role. This is also a time for developing friendships. One mother said, 'I found the sisters I never had, and they gave me the courage to keep trying' (p.3).

As it becomes more and more common to accept the role of the parent as the child's first and most important teacher, attention must then turn to the importance of the educational level of that parent. The home environment and the educational level of the parent, particularly the mother, are key factors in determining the educability of children (Brizius and Foster, 1993; NCFL, 1992; Nickse, 1990a; Van Fossen and Sticht, 1991). Sticht (not dated) emphasizes the mother's role: "For all ethnic groups, a mother's education is a strong predictor of educational achievement" (p.2). In other words, parents who hold positive attitudes towards learning and education have children who tend to become higher achievers (Van Fossen and Sticht, 1992). As stated even more simply by the NCFL (1993), "It is clear that parents are role models for the literacy behavior of their children" (p.6).

"IT IS CLEAR THAT PARENTS ARE ROLE MODELS FOR THE LITERACY BEHAVIOR OF THEIR CHILDREN"
(NCFL 1993)

The same theme is repeated throughout the literature of family literacy. Families that are undereducated and in need often have children who will drop out of school unless some type of intervention such as family literacy is provided, because "... the educational attainment of parents directly impacts upon the literacy level of their children" (NCFL, 1992, p.5). Nickse (1990b) states, "Studies confirm that parents', particularly mothers', educational levels are related to children's school achievement. Literate parents create literate home environments, share literacy activities, act as literate models, and demonstrate positive attitudes toward education" (p.9). Family literacy creates a **positive** cycle of learning and achievement.

Van Fossen and Sticht in Teach the Mother and Reach the Child (1991) cite research (much of it conducted by Sticht) that has led to the following conclusions:

- Children whose parents have more education tend to stay in school longer and achieve more than those whose parents, mothers in particular, have low educational levels.
- The education of the mother also influences whether or not the child will engage in preschool activities involving literacy skills, for example listening to and discussing stories.
- Additionally, children with parents with higher educational levels tend to start school with higher levels of oral language skills.
- Research has repeatedly concluded that the mother's education level is one of the most important determining factors of school participation and achievement.
- The National Assessment of Education Progress conducted in 1983 also showed a strong relationship between the educational level of the mother and the reading scores of their children: "...the mother's education is a strong predictor of achievement" (p.6).
- Research conducted with Hispanic families in 1988 by Gaitan-Delgato has also indicated that "parents educated in the ways of the school spent more time reading to their children and communicating with teachers about the homework assignments and other school matters" (p.8). These second grade children read at higher levels and got higher grades than those whose parents did not receive education regarding schools and how they work.

Sticht's (undated) research has, in fact, identified the importance of the mother's educational levels from even before birth.

> *Research indicates that mothers' educational levels have effects on their childrens' cognitive skills and school achievement from before birth through college....These studies first show the effects of a mother's education on fertility rates, then on the pre and post natal factors that prepare children for primary education, and then on the factors that help children remain in school and achieve (p.1).*

DAVID B. SMITH, DIRECTOR OF PREVENTION INITIATIVES FOR THE COLORADO DEPARTMENT OF EDUCATION, CITES A THREE-YEAR STUDY BEGINNING IN 1988 THAT SHOWED A DRAMATIC DIFFERENCE IN A CHILD'S PROGRESS BETWEEN HIGH AND LOW PARENTAL INVOLVEMENT.

Sticht explains that a great deal of research supports parental, especially a mother's, educational level as having "a strong influence on whether or not children will have preschool experiences in literacy activities, scribbling, writing, being read to, reading picture books, discussing content...." (p.2). The educational levels of the parents then continue to be important during a child's years in school, both because educated parents tend to support the child more and because they understand the educational process themselves, they are able to help their children meet the demands of the schooling process itself. In Becoming a Nation of Readers (1985), the report sponsored by the U. S. Department of Education, Anderson and associates state:

> *Reading begins in the home. . . . Early development of the knowledge required for reading comes from experience talking and learning about the world and talking and learning about written language. Once children are in school, parents' expectations and home language and experience continue to influence how much and how well children read (pp. 21-22).*

There have also been studies conducted in Colorado to measure the effect of parental involvement in their children's success in school. David B. Smith, Director of Prevention Initiatives for the Colorado Department of Education, cites a three-year study beginning in 1988 that showed a dramatic difference in a child's progress between high and low parental involvement.

> *According to evaluative research conducted by the University of Colorado at Boulder on 7,500 four-year old children who participated in the Colorado pre-school program, the greater the parent involvement with their child, the greater the child's progress (Interview, January, 1994).*

Practitioners and research repeatedly support the impact of the parent on the child's academic progress and success.

Impact of the Home Environment

SIMPLY, LITERACY IS MORE ABUNDANT IN ENVIRONMENTS WHERE LITERATE INDIVIDUALS UTILIZE THEIR LITERACY

The home environment is determined by the parent and is thus equally influential in the educational development of the child. Much of the literature maintains that the key to breaking the cycle of illiteracy is the home environment, how supportive it is of learning and education, and how economically, emotionally and socially secure and stable it is. "Children who live in poverty are less likely to finish their education" and as they pass this tradition on to their children, the cycle of undereducated families is established (NCFL, 1993, p.6).

Van Fossen and Sticht (1992) also support the importance of the home on the development of a child's literacy: literate homes tend to contain more books and other literacy related tools than those of adults with low literacy skills. Simply, literacy is more abundant in environments where literate individuals utilize their literacy. The Southam Survey by Nesbitt conducted in Canada, reported differences in the home environments of literate and illiterate families. In the literate home, 77% reported having 25 or more books; in the illiterate home only 44%. In the literate home, 40% had a typewriter; in the illiterate only 15% did. In the literate homes, 77% took the daily newspaper as opposed to only 52% among illiterate homes. Finally, 94% of the literate homes had a dictionary while only 75% of the illiterate homes did.

Impact of Adult Literacy Programs

PRACTICE AND RESEARCH HAVE REPEATEDLY POINTED OUT THAT EDUCATING THE PARENT IS ESSENTIAL IN AFFECTING THE EDUCATIONAL ACHIEVEMENT OF THE CHILD.

Impact on Education of the Child

As evidenced throughout this report, the adult parent, particularly the mother, has tremendous influence over the educational and life achievements of the child, perhaps even greater than educational programs for children. In fact, Van Fossen and Sticht (1991) maintain that, "Research has not revealed a convincing connection between early education intervention for poor children and their later cognitive achievement as adults" (p.3). The general trend that has been borne out instead is, again, that the more highly educated the parents, the more successful primary education will be for the child. It would seem, then, that particular support would be given to the education of adults. Instead, in spite of all the evidence, programs dedicated to the education of the adult continue to take a back seat to interventions designed for children. Van Fossen and Sticht point out that "**...the combined federal and state budget for adult education is less than five percent of the budget for childhood programs, and the program reaches less than ten percent of the eligible population**" (p.3). They continue to explain that federal funding for adult education, especially for women, is only a fraction of that allocated for pre-school and primary school programs for their children.

Practice and research have repeatedly pointed out that educating the parent is **essential** in affecting the educational achievement of the child. In addition, it seems to be more cost effective as is supported by the following citations. As reported by Lancaster (1992), one result of WOW's 1990-1992 "Intergenerational Literacy Action Research Project" led by Sticht and reported in Teach the Mother and Reach the Child by Van Fossen and Sticht, looked at nine adult literacy programs in nine different states. These were

> *programs which did not involve children and had no intention to affect children [and] — more than 65% of the 463 participants' children showed, nonetheless, at least one gain in educational attitude or performance. The results held true across the diverse ethnic groups and various aged children (p.10).*

These findings, according to Van Fossen and Sticht (1991), indicate "double-duty dollars" (p.35) that have implications for public policy, research and program operation.

> *The project documents that, on the average, each dollar invested in the mother's education improved not only her own skills, but increased the educability [more positive educational attitudes and behaviors] of one or more of her children. The cost/benefit of such programs should be explored for further investment by the federal government, states, and private philanthropy (p.v).*

In summary, Van Fossen and Sticht (1991) again point out the basic importance of educating the adult in creating cycles of literacy and independence over illiteracy and poverty.

> *Adults who are educated have more influence on their children's primary education. Completing the cycle, if primary education for children is successful, the result will be more highly literate adults who will, in turn, produce more highly educable children with whom the primary schools may work. Educating adults may be the leverage point in influencing this cycle in an upward direction (p.3).*

Impact on Crime and Violence

Thornburg, Hoffman, and Remeika (1991) consider the problems of youth at risk in the broad context of society's institutions, subgroups, and cultures, emphasizing the effects that interactions with these entities have on self-esteem, attitudes, motivations, and aspirations. "No longer can society ignore the magnitude of family-life problems and not take collaborative actions to turn around the negative factors resulting in children and youth at risk" (p.200). They call for home-school-community partnerships to address the needs of at-risk families and to deter negative educational outcomes. The need for collaboration becomes paramount:

> *"[Educators] should make collaborative and broadly based efforts, involving parents, businesses, the religious community, human service agencies, government representatives, and youth" (p.206).*

In the context of this report, it would seem that family literacy programs provide the means by which "family-life problems", parental involvement, and positive partnerships may be addressed and developed. Thornburg et al. agree that, along with other preventive efforts, "parent education programs need to be supported" (pp.206-207). They provide an excellent summary of the society at-risk we are now facing:

> *Individual family problems related to poverty and lack of adequate family support and guidance of children and youth affect not only the particular children and families involved but also, indirectly, all of us in the broader society. Children who do not succeed in developmental tasks and do not become productive, functional adults cost society in greater demands on government and private funds for their financial support, rehabilitation, institutionalization, or incarceration. They also cost us in loss of their potential labor and tax contributions to the productivity of our society. Children who fail to develop adequately also help perpetuate social problems such as crime, physical and mental illness, and the inability of many members of our communities to help meet community needs and adequately prepare the subsequent generation of children to become, in turn, functional, productive adults. Therefore, their problems become part of the situation that negatively affects the quality of life of all of us (p.200).*

At-risk youth are, among other factors, at risk of dropping out of school and of committing crimes. Although the link between education level and crime is intuitively known and commonly recognized, empirical research yielding hard data is not available at this time. It is still difficult to clearly address the violence and abuse that take place in the home. The only thing that actually can be discussed is the result of crime and violence. As Chuck Beall, Special Projects Coordinator of the Correctional Division of Education for the Colorado Department of Corrections states, "There is obviously a larger percentage of people in prisons who are functionally illiterate than in society as a whole." But to his knowledge, there has been no research to date that has been able to identify "the primary variables that keep inmates from re-offending and assist them in maintaining their stability within the community as free, productive citizens" (Interview, April, 1994). Beall explains that the major reason this relationship is so difficult to establish is that the recidivism rate of criminals is a function of a multitude of variables - of literacy levels, of vocational skills, of potential for employment, and of family support, to name just a few.

Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey (NALS) by Kirsh et al., put out by the National Center for Education Statistics in 1993, supports Beall's statements. (Refer to "Definitions of Literacy" section earlier in this report for a more complete description of NALS.) The report states:

> *The demographic characteristics of adults in prison were not representative of the characteristics of the total population. . . .The prison population tended to be both younger and less educated than adults in the nation as a whole, and most adults in prison were male. . . .*
>
> *Adults in prison were considerably less likely to be White. . . . and less likely to be Asian/Pacific Islander. . . . In contrast, adults of Hispanic origin were overrepresented in the prison population. . . . Similarly, Black and American Indian/Alaskan Native adults were overrepresented. . . .*
>
> *Given the relationship between level of education and literacy and between race/ethnicity and literacy, it is not surprising that the prison population performed significantly worse (by 26 to 35 points) than the total population on each of the literacy scales. . . .*
>
> *In terms of the five literacy levels, the proportion of prisoners in Level I on each*

> *scale. . . .is larger than that of adults in the total population. . . . Conversely, the percentage of prisoners who demonstrated skills in Levels 4 and 5. . . . is far smaller than the proportion of adults in the total population who performed in those levels. . . (pp.49-50).*

Colorado has also recognized the low literacy levels among prisoners. The Colorado Department of Corrections Annual Report: Fiscal Year 1991-1992 compiled by the Division of Correctional Education, cites the "Correctional Education Program Act of 1990", Colorado Revised Statute - Title 17 - Corrections:

> *Section 17-32-101. Legislative declaration. 'The general assembly hereby finds and declares that illiteracy is a problem in today's society and a particular problem among persons in correctional facilities. The general assembly further finds and declares that illiteracy among persons in the custody of the department of corrections contributes to their frustration and the likelihood of their return to criminal activity' (p.26).*

THIS 1991-1992 ANNUAL REPORT ADDRESSES THE FINANCIAL AND SOCIAL COSTS OF CRIME SPECIFICALLY IN COLORADO, ESTIMATING THE COST TO HOUSE AN INMATE IN COLORADO TO BE $18,380, WITH ADDITIONAL BURDENS ON THE COURT AND SOCIAL SERVICE SYSTEMS.

It was this legislation that enabled the Correctional Division of Education to implement a competency-based education program "...to combat illiteracy among persons in correctional facilities so that they can become more productive members of society when released from said facilities" (p.26). In Colorado during the 1991-1992 school year, 3,480 students, an average of 800 students each month, were enrolled in academic programs in correctional facilities throughout the state (Colorado Department of Corrections, 1992).

This 1991-1992 Annual Report addresses the financial and social costs of crime specifically in Colorado, estimating the cost to house an inmate in Colorado to be $18,380, with additional burdens on the court and social service systems. The report also affirms the belief that education and vocational skills do make a difference in the ability of ex-offenders to re-enter society as productive citizens and, perhaps even more importantly, the lack of education and skills increase the chance that an individual will turn to crime to meet basic needs.

> *Although correctional education is not a 'magic wand' the lack of a positive, productive educational experience should not be ignored as a possible link to deviant behavior. . . .Without adequate educational, workplace, and social skills - crime, underemployment, or welfare may be the only recourse left to an increasing offender population that lacks required academic/vocational/technical education skills. . . . Effective literacy, education, social, and job skills will provide opportunities for the ex-offender to turn in the right direction as they re-enter our communities (pp.11-12).*

Predicting whether or not someone will commit a criminal act based on education or literacy levels is a challenging, if not impossible task. CEA News and Notes (1991), the newsletter of the International Correctional Education Association, does however, relate recidivism rates to educational level and clearly states the double cost to society of incarceration:

> *Data from the Bureau of Justice Statistics shows that inmates with an educational level of 8th grade or less recidivate (are reconvicted) at about 46% while high school graduates return at about a 40% rate.....*
>
> *A 5-10% annual drop in recidivism would result in thousands of inmates becoming taxpayers instead of tax burdens. The cost per inmate bed per year, plus police, local jail and court costs is approximately $20,000....(p.5).*

Family literacy is one possible solution to the problems of crime and violence in our country. First, if the educational levels of youth increase, one could project that fewer youth would become involved in criminal activities, or as indicated above, would at least have a lower rate of recidivism. As current practice indicates, family literacy programs do assist youth to stay in school, naturally resulting in an increase in educational levels which, again, can contribute to the reduction of the potential for youth to become involved in criminal and violent activities. A second effect of family literacy programs is their ability to strengthen the family structure, to help parents build family support and provide guidance, all factors that again contribute to decreasing the potential for youth to engage in criminal activities. The complex inter-relationships among education, literacy, poverty levels, and crime continue to be addressed in the next section.

Impact on Poverty

Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey, (NALS), by Kirsch et al. and published in 1993 by the National Center for Education Statistics, clearly details the relationship between literacy levels and successful functioning in society. (Refer to "Definitions of Literacy" section earlier in this report for more detail on the NALS study).

> *Strong relationships between literacy and economic status are also evident in the survey findings. Relatively high proportions of adults in the lower literacy levels were in poverty and received food stamps. On the other hand, relatively few reported receiving interest from savings, which helps protect individuals from interruptions in earnings.*
>
> *Further, individuals who performed in the lower levels of literacy proficiency were more likely than their more proficient counterparts to be unemployed or out of the labor force. They also tended to earn lower wages and work fewer weeks per year, and were more likely to be in craft, service, laborer, or assembler occupations than respondents who demonstrated higher levels of literacy performance (p.68).*

THORNBERG ET AL. EXPLORE THE LACK OF FAMILY GUIDANCE AND SUPPORT, ALONG WITH NEGATIVE PEER PRESSURE AS THE MAIN CONDITIONS THAT CREATE POVERTY.

This report attempts to illustrate the linkages between families, educational achievement, and the development of a healthy society composed of personally and professionally productive citizens. Thornburg, Hoffman, and Remeika (1991) cite the need for children to have balanced support in their lives and opportunities to learn. They explore lack of family guidance and support, along with negative peer pressure, as the main conditions that create poverty.

> *Children need parents and other adults who hold out to them expectations, require from them responsible behavior, help them learn the connection between their own honest efforts and success, and challenge them to realizable dreams for themselves and our nation. Without such adult guidance, even affluence can produce children and youth at risk and, subsequently, a society at risk (p.202).*

They go on to more fully explain the impacts of poverty beyond the economic standpoint, referring to those who are in poverty as those

> *...who are limited in the number, variety, and quality of resources and opportunities available. These conditions affect the bodies, minds, and spirits of poor people. The constant struggle to meet basic survival needs is an aspect of poverty not touched on in the federal definition" (p.203).*

Again, family literacy programs appear to be a means by which parents can learn how to provide balanced and appropriate adult guidance for their children, and through which the devasting effects of poverty on self-esteem, hope and aspiration may be diminished. Thornburg et al. remind us that a lower proportion of the poor in the U.S. participate in social programs than in many other countries. They cite Smeeding and Torrey's work in 1988 that suggests this situation only makes it more difficult for families to remove themselves from the ranks of poverty.

The need for increased policy and support at all levels is never ending. Smeeding and Torrey also agreed with Daniel Moynihan that U.S. policy, at least in the past, has been focused more on the individual than on the family and that although the education of the child may be being addressed, the economic needs of the family of that child are not. Thornburg et al. assert: "Together, we must examine our visions and adjust our priorities, affirming support for increased action and funding for these family priorities at federal, state, and local levels" (p.207). Family literacy programs provide one viable means for addressing these family priorities. Further discussion on the relationships between poverty and crime is provided in the previous section, "Impact on Crime and Violence".

Impact of Family Literacy Programs

There is virtually no resource available today that does not speak to the pervasive impact of family literacy programs. Family literacy is credited with having perhaps the most potential of any literacy initiative to date to break the intergenerational cycle of poverty and dependency.

Riley (1993), Secretary of the U.S. Department of Education, asserts:

> *Another challenge for America's future is that learning must become a family priority. We have abundant evidence that points to parents as children's first and most influential teachers. We know that high achievers tend to be children whose parents began reading to them at an early age, who have books in the home, and who demonstrate, by example, the importance and joy of learning. These students also have better school attendance, far fewer behavior problems, and develop stronger self-concepts (p.20).*

FAMILY LITERACY IS CREDITED WITH HAVING PERHAPS THE MOST POTENTIAL OF ANY LITERACY INITIATIVE TO DATE TO BREAK THE INTERGENERATIONAL CYCLE OF POVERTY AND DEPENDENCY.

The 1992 National Adult Literacy Survey (NALS) also supports a link between parents' educational levels and adult literacy levels. (Refer to "Definitions of Literacy" section earlier in this report for more detail.)

> *Previous work investigating the intergenerational nature of literacy has revealed the major role that parents' economic status and educational attainment play in their children's success in school. . . .*
>
> *Given that parents' education is proxy for socioeconomic status, interests, and aspirations, one would expect to find that adults whose parents completed more years of education demonstrate more advanced literacy skills than those whose parents have limited education. This pattern is, in fact, evident in the NALS results. . . .*
>
> *The important role of parents' education in the literacy skills of their offspring is underscored when the data on respondents' educational attainment are viewed as a function of their parents' education attainment (p.28).*

The NALS results evidenced the basic trend that respondents whose parents had lower levels of education scored in the lower literacy levels than those whose parents had higher levels of educational attainment (Kirsch, et al., 1993).

Sharon Darling (1993) of the NCFL reaffirms the importance of working with families as a whole.

> *. . . we know that working with family members to improve the entire household's skills, awareness, self esteem, attitudes, relationships, and interactions through broadly focused intervention offers hope for making real changes (p.3).*

In the NCFL publication, Creating an Upward Spiral of Success, three success stories are offered to illustrate the educational, social and economic impact of family literacy programs. In the first case, a mother got herself off of welfare and became a teacher's assistant in a family literacy program. The report notes the cost savings in terms of reduced public assistance. "If 50% of the families currently enrolled in family literacy programs and receiving AFDC assistance are able to gain self sufficiency, the savings will be approximately $120 million before their children reach the age of 18. In fiscal year 1991, 4.4 million families received AFDC assistance which amounted to $20.4 billion" (p.4).

The second case involved another mother on welfare who was a dropout, who then earned her GED in a family literacy program and who is now attending college and supporting herself and her family. With a college degree her potential earnings are vastly greater than what they would have been without a high school education. "If the estimated 4,500 parents in family literacy programs influenced by NCFL reached [a college degree] level of education the increased lifetime earnings would total $2,598,750,000" (p.5).

The third case is about a four-year-old "at-risk" child who entered a family literacy program with his mother and who was not expected to do well in school, either socially or academically. He is now in second grade, has not been retained a grade nor needed remedial instruction. "If every child in a family literacy program followed [his] example the savings would be $44 million per year" (p.5).

These are only three examples of how family literacy can decrease public assistance, increase earning potential, decrease the dropout rate and reduce the cost of public education. The benefits and the responsibilities are vastly greater than even these three NCFL stories can convey. As the NALS report states:

> *We all have a stake in their achievement - as fellow citizens of a country that strives to compete in what has rapidly become a global economy. With family literacy, once dependent families can achieve independence. They can also find a potential in themselves they may not have believed existed; a potential the United States cannot afford to lose (p.5).*

Student success stories and economic data from Colorado that illustrate these same impacts on individuals' lives are found in Section II of this report.

Educational differences translate quickly into economic differences. As current practice is showing, family literacy programs decrease the number of children retained a grade in school, thus reducing the cost of public education. **For example, the average cost for educating one child in Colorado for one school year is approximately $4,900.00** (Source: Colorado Department of Education, Finance Unit, Revenues and Expenditure Report - 1991). This amount would be saved every time a child is helped to succeed in school rather than being retained for another year at the same cost.

FAMILY LITERACY PROGRAMS CAN DECREASE PUBLIC ASSISTANCE, INCREASE EARNING POTENTIAL, DECREASE THE DROPOUT RATE AND REDUCE THE COST OF PUBLIC EDUCATION.

In September, 1993, the NCFL distributed a report conducted by Dr. Andrew Hayes on the "Kenan Family Literacy Model Project: What We Know." The study was conducted with the seven sites in Kentucky and North Carolina that began in 1988 and that utilized the Kenan Model. It was found that "After two years, none of the children had been retained in school, nor were any placed in special education" (p.1).

It was also found that "More than 50% of the teachers of children in the NCFL programs described parental participation in school, and in the school work of their children, as a major strength of the child" (p.3).

Additionally, family literacy programs assist in reducing the drop-out rate, thus increasing the earning potential of individuals within our communities. The average income difference between GED graduates at age 25 and high school dropouts at the same age is $2,040.00 (Source: July 1993 GED Testing Service survey of states).

Evaluations

Brizius and Foster (1993) report on the 1991 summary of evaluations published by the NCFL that clearly identify the impact of family literacy programs. Evaluations to date have indicated that family literacy programs have been able to do the following: increase the developmental skills of preschool children to prepare them for academic and social success in school; improve the parenting skills of adult participants; raise the educational level of parents of preschool children through instruction in basic skills; enable parents to become familiar with and comfortable in the school setting and become a role model for the child showing parental interest in education; improve the relationship of the parent and child through planned, structured interaction; and help parents gain the motivation, skills, and knowledge needed to become employed or to pursue further education and training. Brizius and Foster continue:

> *Based on these studies, [conducted by NCFL] we can conclude that existing family literacy programs are recruiting the people they were intended to serve, that children are performing better in school, and that adults are participating in the education of their children more often and feel better about themselves. Although it is too early to draw final conclusions, evaluations of family literacy programs suggest that these programs are providing the benefits they promise (p.72).*

Pauli (1993) from the NCFL, notes that "Early research findings are encouraging. Parents report changed home environments, including more time spent reading to children and helping with homework, more involvement with the school, and better relationships with children. Teachers' perceptions and school attendance records of elder siblings corroborate these self-reports. [Further] These changes seem to be lasting" (p.3) throughout a child's educational career.

The research and evaluation studies conducted to date have led the NCFL staff to two conclusions: "Family literacy programs improve the lives of all participants - parents, children and families; and family literacy programs help to break the intergenerational cycle of poverty and dependency" (Brizius & Foster, 1993, p.73).

The results of a longitudinal study conducted by a program in Texas supports Pauli's conclusion that the changes seen in parents and children seem to last throughout the span of a child's education. This is compelling empirical evidence of the impact of family literacy efforts. The program responsible for the study is the Avance Family Support and Educational Program begun in Dallas in 1972, a non-profit organization that provides support and education services to low-income families. It is now operated out of San Antonio and has several locations in Texas and Puerto Rico. An extensive study was conducted that provided evidence of the effectiveness of the approach used in this program. Perhaps some of the most impressive findings were found during a "seventeen year reunion survey." As Rodriguez (1993), Executive Director, cites: "94% of children who attended Avance had either completed high school, received a GED or were still attending high school; 43% of children who graduated were attending college; 57% of mothers who had dropped out secured a GED; and 64% of mothers had attended college or a technical program" (p.12).

Other Benefits of Family Literacy

Popp (1990), in discussing how best to articulate the match between the goals of a family literacy program and a potential funding source, summarizes the impact of family literacy in terms of the benefits to be gained by schools, businesses and governments:

> *For example, schools will benefit from your program through improved readiness skills of kindergarten children and higher retention rates. Fewer students will require remedial classes. There will be less need for dropout prevention campaigns. Business will benefit because family literacy programs help build a larger pool of qualified workers within a community. Local and state governments benefit because of reduced need for welfare and human services within the community. Breaking the cycle of undereducation and disadvantage will ensure that these changes persist in the future (p.2).*

Some practitioners, such as Cliff Pike in Aurora, have said the true impact of family literacy programs won't be able to be seen until the drop out rate is studied in 16 years: those students will be the children currently enrolled in family literacy programs and if the programs have been successful, the drop out rate should decline significantly. Nickse and others have also noted that the true effects of family literacy programs may not show overt results in schools, the workplace, and society for years.

Evaluation of program impact is a much broader issue than achievement scores and requires a review of changes in family practices, attitudes and behaviors. But the consensus remains that we must start somewhere to address the ills of society and research bears out the fact that parents, the family, and the parent-child relationship are the places to start.

This section will address several of the elements most frequently mentioned in the literature and by practitioners that contribute to the successes of family literacy programs. Specific program practices are described in depth.

Overviews of Success

Weinstein-Shr's work in 1992 that identifies characteristics of effective or "promising" programs serves as an excellent summary of the current literature. Her list of four characteristics (emphasis added) is as follows:

> ***"The program builds on family strengths...*** *When the family is viewed as a resource, not as a problem or an obstacle, some approaches become more appropriate than others.* ***Collaboration is crucial.*** *Family literacy programs are strongest when they involve the creative imagination and joint effort of childhood and adult educators.* ***Value is placed on traditional culture*** *as well as on the new language and culture...Programs that incorporate oral history and exploration of native language and culture as part of the curriculum create a strong base for adding new cultural information and values while strengthening families and communities.* ***Ethnographic research*** *is conducted...By making explicit what is, programs make it possible for individuals to imagine what* ***might be*** *(p.3).*

Effective program development is addressed by Brizius and Foster (1993) in Generation to Generation. They explain in detail the steps in building a community family literacy program as proposed by the NCFL. For purposes of this report, only their summary of the five-step process is provided: "Prepare your community for family literacy. Tailor a model program to suit your community's needs. Obtain institutional support. Raise the resources to do a good job. Implement and evaluate your program" (p.76).

The NCFL, Kerka (1992), Nickse (1990a), and Potts (1991), among many others, identify characteristics of successful family literacy programs. The most commonly mentioned philosophies and practices are reviewed in the following sections.

Strengths Model

One of the most frequently mentioned characteristics of a successful family literacy program (and of all literacy programs) is that they are based on a "strengths model" versus the more traditional "deficit model." In a strengths model, adults feel that their strengths are recognized and valued; they become more motivated to help themselves and their children learn. The opposing approach, or deficit model, views and treats adults as being deficient, leaving the adult feeling unmotivated and as though they are "bad" or poor parents.

As Potts (1991) explains, the strengths model is "established on the premise that all families bring to the learning situation abilities, positive attributes and traits that can nourish and enhance the learning process" (p. 3). He continues, "...the home and the parents are honored as capable and effective [and] . . . . the child's home is respected within the classroom. Collective cultural artifacts and individual treasures assume honored places" (p.4). Potts (1991) concludes that influential family literacy programs "flow from the strengths of the model, the strengths of the families who participate, and the strengths of the combination. **Powerful** is what they **feel** like" (p.4).

Collaboration

PERHAPS FOR THE FIRST TIME, THE DEGREE OF SUPPORT PROVIDED TO PARTICIPANTS IS SUFFICIENTLY STRENGTHENED SO THAT PARTICIPANTS CAN FOCUS ON LEARNING.

The literature suggests that the existing collaboration among professionals and agencies could be a direct result of the diversity of professions that have contributed to and are necessary to successful family literacy programs. A diversity of skill and expertise is essential in serving such age-diverse populations. Collaboration is seen both in the cooperation among agencies as well as within the programs themselves.

Kerka (1992) and Nickse (1990a) in particular, note the importance of this multidisciplinary or interdisciplinary approach to family literacy that is seen in the roots, development, and practice of the field. As explained in the "Research Base" section of this report, expertise and skills have come together from a diversity of areas - adult literacy, early childhood education, family support - and they have created a new field much greater than the sum of its parts. They have created a truly holistic approach to education that attends not only to the learning needs of the participants, but to their survival and emotional needs as well. Perhaps for the first time, the degree of support provided to participants is sufficiently strengthened so that participants can focus on learning.

This holistic, interdisciplinary approach is evidenced in the collaboration that exists within programs in the comprehensive, case-management approach that is often found. It is also evidenced in the number and diversity of service providers, or agencies, that must collaborate to provide this holistic type of program. For example, Johnson (1993) notes, "A recent national survey shows a significant role for public libraries in the family literacy effort. This involvement is typified by programming for both parents and children, special collections, cooperation with other agencies, and participation of both adult and children's services staff" (p.1).

Elaine Baker (Interview, July, 1993) states that the success of students correlates partially with the number of agencies that are involved with the family literacy program. Other practitioners interviewed for this report agree that collaboration with other agencies and funding sources is essential. As Nickse (1990a) points out, most family literacy programs are supported by several agencies acting as partners, particularly in those programs funded through Even Start. Family literacy programs and Head Start programs are also attempting to devise ways of working together cooperatively.

Perhaps because this type of collaboration has not successfully existed to any great extent in the past, Nickse (1990b) asks and answers the question:

> *Why should agencies collaborate to deliver literacy services? Perhaps because literacy improvement has finally been recognized for what it is - a complex problem, not easily solved through* ***piecemeal*** *efforts. At the community level, literacy improvement can no longer be the mission of a single organization, but rather a challenge needing cooperative action. Thus, successful literacy intervention is more than the short-term individual achievement of an adult learner; it's also a family goal (p.9).*

Sharon Darling, president of the NCFL, in Creating an Upward Spiral of Success, also examines the collaboration that is taking place among all facets of communities to serve the educational needs of families. The Toyota Families for Learning Project in particular has brought together public agencies and businesses to provide financial support to programs. In so doing, the project has been largely responsible for the breaking down of the long-held boundaries between the public and private sectors mentioned earlier.

The home, school, and workplace are finally coming together as they seek to serve the educational and social problems that face the country today. Family literacy has been an important catalyst in making these long hoped-for partnerships a reality.

Collaboration, cooperative partnerships, and the blending of talent represent perhaps the greatest differentiation between family literacy and other literacy programs. "Turf issues" and inconsistencies among different disciplines and funding sources still exist, but the realistic need for shared information and holistically oriented instructional programs and services will undoubtedly eliminate these senseless difficulties. Nickse & Quesada (1993) sum up the essential need for collaboration in successful family literacy programs.

> *Those interested in family education for literacy development can learn much by closer examination of these new partnerships. Many of the new skills needed to initiate and maintain collaborations can be learned through good staff training. Such training might include the skills of point planning, negotiation, conflict resolution, and collaborative learning. In the experience of the authors (and with substantiation from research), the success of collaborations is paramount to the success of family literacy programs (p.2).*

Flexibility

In addition to working cooperatively within and among programs, it seems that family literacy programs must also be flexible. Joan Ladd of the Fort Collins Public Library stated, "Family Literacy has to fit the community; it defies just one format. It must fit where it lives" (Personal communication, July, 1993). Other service providers also repeatedly emphasized the importance of adapting models, such as the Kenan model, to fit the agency and the community in which their program was located. Nickse (1990a) also maintains that common throughout the literature is the notion that although family literacy programs have certain elements in common, each program varies or adapts to the community in which it exists.

Darling (1993) summarizes the tremendous variability that exists among family literacy programs.

> *The flavor of their programs reflects the histories and structures of their sponsoring organizations, the provisions of special legislation or funding, the characteristics of communities, the nature of local supportive collaborations, and the chemistry of program leadership (p.3).*

Brizius and Foster (1993) report one of the conclusions of a 1992 conference of professionals convened by the NCFL: "The consensus among those at the conference was that the movement [to support family literacy] should promote diversity in family literacy program models without losing sight of the basic tenets of core family literacy programs" (p.126).

Staffing and Teams

As previously cited, both the literature and all the practitioners interviewed for this report support the need for family literacy staff to work together as a team. Further, the team should be recognized as composed of professionals of equal standing. Both early childhood and adult education instructors can learn from each other; they can also develop a joint approach to family education instead of focusing on education either just for the child or the adult. "Once again, the team must work very closely together for quality programming that focuses on the family as a whole, as opposed to the individual family members in a fragmented approach" (NCFL, 1992). The NCFL maintains that, among other factors, for integration of program components, "staff must participate in all components when possible and share responsibility for helping to plan and facilitate sessions" (p.2).

It was also mentioned by several practitioners that for several reasons, the program should be seen not as a separate, isolated project, but as an integral part of the agency at which the program is housed. In other words, all staff should be knowledgeable about the family literacy program, be able to refer back and forth among different classes or programs, and be supportive of the participants in whatever way is needed.

Actual staffing depends on the program, its resources, and the models it has chosen to follow. Staffing should include at least one early childhood teacher, one early childhood assistant, and an adult education teacher to support the Kenan model utilized by the NCFL. In addition to professional staff, parents themselves may be involved in various capacities. Volunteers and paraprofessionals are also used to augment the instructional team. According to the NCFL, again the key is for the staff to work together as a team and to model behaviors for parents. "Team building and team work are integral to the success of the program, whether the teams consist of parents and children, teachers and parents, teachers and children, teachers and teachers" (NCFL, 1992).

Curriculum

Both the integrative and the participatory nature of effective family literacy curricula are examined in this section. The High/Scope curriculum is also mentioned as an example of a highly successful approach for children which is being implemented more with adults as well.

Integrated Curriculum

Practitioners interviewed for this report spoke as much to the need for an integrated curriculum as did the literature. The goal seems to be two-fold: one is the integration of social and educational issues with academic skills; and a second is the incorporation of skills and learning activities for both the parent and the child. According to Baker (Interview, July, 1993) "The curriculum must be high content, relevant, and integrate academic and critical thinking skills."

The NCFL views integration as a result of the staff working together as a team to achieve the integration of the four components of the Kenan model. An integrated curriculum, according to the NCFL is dependent upon the type of teamwork and interdependence among staff that was mentioned above. By accepting the concept of the four component Kenan program model of the NCFL, it becomes clear that family literacy programs are not fragmented pieces of instruction aimed at different age groups of students. Rather, they are a holistic and unique approach to meeting the needs of individuals and their families through the development of the integration and interdependence of all four program components. Staff plan together to incorporate both cognitive and affective components in their instructional plans; they ensure that instruction and activities and parental selections of materials or activities in one component (e.g. adult education class) support the instruction and activities in another component (e.g. parent and child time); and they encourage parents to prepare materials related to the children's needs and abilities.

Participatory Curriculum

A participatory curriculum draws on parents' knowledge and experience to shape instruction, and to incorporate social issues into the content of literacy activities. The intent is to help instruction be more socially significant to participants. Obviously then, the curriculum in this model is not predetermined. The great diversity of individuals and therefore of needs within family literacy programs, almost demands that "definition of needs and programs to serve them are best not predetermined, but derived in collaboration with the learners themselves" (Kerka, 1992). Auerbach (1989) explains that in using this approach, "the curriculum development process is participatory and is based on a collaborative investigation of critical issues in

A CENTRAL CHALLENGE FOR FAMILY LITERACY STAFF IS CULTURAL SENSITIVITY, PARTICULARLY AS "PARENTING" MEANS DIFFERENT THINGS IN DIFFERENT CULTURES.

family or community life" (p.9). Literacy can then become a tool for shaping the social context in which participants live. As Weinstein-Shr (1992) states: "A participatory approach to curriculum development is illustrated by Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL/Literacy (Auerbach, 1992). . .This approach is based on the tenet that a curriculum that reflects the social and cultural realities of the students has the most relevance and is therefore the most motivating to students" (p.2). She continues,

> *While the work of others can be helpful as a guide, anyone setting up a family or intergenerational literacy program must identify the issues that are of concern to members of their own communities, and adapt or create materials that will address those particular concerns (p.2).*

A central challenge for family literacy staff is cultural sensitivity, particularly as "parenting" means different things in different cultures. Parents will know the appropriate answers to issues far better than the teachers. Nickse (1990b) stresses that "Parental input is essential; some programs use participatory curriculum development for program effectiveness. Changing skills, attitudes, and behaviors at a family level is a sensitive matter, and parents' authority and competence must be respected" (p.13). Later, she asserts, "Programs that involve parents in participatory curriculum development celebrate cultural difference as well as empower parents" (Nickse, 1990a, p.23).

The philosophy and goals of the program determine what level of involvement the parent has in shaping the program. Nickse (1990a) maintains that: "Although the role of parents in programs is controversial, there is agreement about the importance of their involvement." (p.2). She believes that in order for parental involvement to become a sincere reality, however, program staffs must believe in sharing their own power, or in truly empowering others.

High/Scope Curriculum

The High/Scope curriculum is the curriculum utilized in the Kenan model of the NCFL. The curriculum was developed at the Ypsilanti Perry Preschool Project in 1962 by Dr. David Weikart in Ypsilanti, Michigan and emphasizes the process of learning. It is based on the child development ideas of Jean Piaget. Dr. Weikart felt that "a quality early learning program with active parent involvement might prepare children for later school success." Today, the curriculum is being implemented in more than 2,000 programs throughout the world and the number grows daily.

The following excerpt was taken from an article on the prevention of various social problems by William Raspberry in the Denver Post, July 25, 1993. Raspberry reported on the evaluation of a program that had been offered to three and four year old children, "123 poor black individuals, born in poverty and statistically at risk of school failure."

> *Take the matter of early intervention programs. A recent study of the High/Scope Perry Pre-school program in Ypsilanti, Mich., came up with this fascinating finding: Children who participated in the program grew up to have fewer criminal arrests, higher earnings, more accumulated wealth and stronger marriages than those who didn't.*

The High/Scope curriculum is intended for use for children in grades K-3. This approach encourages active learning by children: children are encouraged to initiate their own learning and the teacher becomes the facilitator in creating the conditions to support and guide children engaged in active, problem-focused learning and activities.

The NCFL has found the High/Scope curriculum to be readily adaptable to the adult components of their programs as well. The concepts and language used are certainly not unfamiliar to adult educators: facilitating learning and actively engaging the learner in the learning process are basic and central tenants of adult learning theory.

The "Plan/Do/Review" process is the heart of the High/Scope approach. Children plan their learning, act on their plans during their work time, and then review their plans and activities during recall time. The curriculum has six essential components: active learning, key experiences, room arrangement, daily routine, child observation, and parent involvement. There are five interrelated components of the developmental framework of the curriculum: classroom arrangement, content, daily schedule, assessment, and again, active learning. As explained in "The High/Scope K-3 Curriculum Wheel", ". . . the wheel won't roll without all of its parts. Active learning, the central component of any developmental approach, forms the hub of the wheel and influences each part of the curriculum" (Program handout).

Instructional Approaches

Not surprisingly, the methods of instructional delivery utilized in family literacy programs run the gamut from small group work, to computers, to workshops, to fieldtrips. The reasons adults attend these programs vary widely as well. The focus of reading instruction, for example, extends from purposes of passing the GED and strictly academic instruction to just learning to read for enjoyment. Nickse (1990a) maintains, however, that "there is a lack of materials for family and intergenerational programs, especially those that are culturally appropriate" (p.40). As a result, and as evidenced during visits to Colorado programs, many programs develop their own curricula and materials.

"PARENTING TIME" IS AN INCREDIBLY POWERFUL COMPONENT OF FAMILY LITERACY PROGRAMS.

"Parenting Time" is an incredibly powerful component of family literacy programs. Practitioners try to build a support network among the parents, help them develop problem-solving abilities, and have them all become resources for each other. The NCFL also feels it is essential for parents to experience the group interaction and support of other parents. "Parents supporting parents has become an essential part of family literacy, an element that family literacy advocates believe cannot be neglected in family literacy programs" (Brizius and Foster, 1993, pp. 20-21).

Potts (1991) also recognizes the importance of the relationships that are established among program participants. He states that successful programs "are based on active and interactive learning strategies....Additionally, the programmatic aspects enhance a sense of community, linking one family with others, emphasizing the common needs of all people, while encouraging both independence and interdependence" (p.3).

Specific examples of activities that are appropriate for Parent Time are the "Bridge Activities" developed by Pam Harris and Elaine Baker of the Adult Learning Source in Denver. As Baker (1992) explains:

> *Bridge activities are those activities which are first introduced to parents to stimulate parents to work constructively with their children. An example of a bridge activity would be making playdough with parents, before the parents are scheduled to make playdough with their children....The objective of bridge activities is to give parents an opportunity to experience an interactive learning activity in an atmosphere of trust, before they are called on to work with their children. This gives the teacher leading the activity an opportunity to talk about the developmental aspects of the activity, while allowing the parent to re-experience their own memories of childhood, the vulnerability of being a child, and the joys of creative play (p.2).*

Baker continues, "We believe that parents often lack the experiences within their own childhood that prepare them to interact positively with their children. Many of our parents did not play as children; few have memories of playing with their own parents. Bridge activities create an opportunity for play that our parents may have missed. In working on a bridge activity, the parent has the opportunity to be successful, and at the same time, acquaint his or herself with the developmental basis and benefit of the activity" (p.3).

Portfolio Assessment

There is support in the recent literature for the use of portfolios. Pauli (1993) states,

> *Since tests only tell a part of the story, most family literacy programs are attempting to use informal measures as well. Portfolio assessment is a good choice because a family portfolio covers a wide range of activities and outcomes for both parents and children. But the big question is, `how does it work as an assessment tool?' Teachers are uncertain how to select and interpret the work samples to create a meaningful assessment. It will take time to determine what works with this type of assessment (p.5).*

Van Horn (1993) also maintains that portfolios have "promise as an effective approach to tracing changes in literacy skills for adult learners" (p.3). He does, however, point out several drawbacks: for example, portfolios are time consuming and they cannot replace norm-referenced tests.

Evaluation

The NCFL ". . . received a grant from the National Diffusion Network to be the national dissemination center for exemplary family literacy programs this year" (National Clearinghouse for ESL Literacy Education, 1993, p.3). "The Family Literacy Program Standards and Rating Scales", based on the NCFL four component model, is currently being used with five local programs. The document consists of broad principles or standards of effective family literacy programs, each followed by several quality indicators. The NCFL maintains that for each component, programs should evaluate (1) curriculum, (2) recruitment, (3) retention, (4) participant outcomes, and (5) support services. Pauli (1993) of the NCFL also identifies work being done with Dr. Larry Mickulecky of Indiana University to develop an evaluation plan to be instituted nationally.

The NCFL (1993) training sessions also cover the concept of "Levels of Evaluation" as developed by Jacobs in 1988. Each level has different objectives and therefore requires different types of data. The five levels are pre-implementation, accountability, program clarification, progress toward objectives, and program impact.

The NCFL is constantly involved in the evaluation of programs, as are several funding sources such as Even Start. Readers should contact these two resources at least to obtain the most recent evaluative data.

The following section profiles several family-centered programs that have existed over the years. They are intended to portray the diversity of historical approaches to meeting the learning needs of families. These programs are included here as they all provide information derived from the evaluation of their efforts.

The Avance Program

A good example of a fore-runner in the field of family literacy which helped set the direction for the field is the Avance Family Support and Education Program administered from San Antonio, Texas. The program originated in Dallas in 1972 as a non-profit organization to provide support and education to low-income families. The Dallas program folded after the initial two years of funding ended, but Dr. Gloria Rodriquez, president and chief executive officer, replicated the concept in San Antonio in 1973 and it has since spread to four other sites, two in Texas and two in Puerto Rico.

Avance is a nine-month long parent education program, one of the oldest and largest family-support and education programs in the country, and one of only a few that have been evaluated formally. Rodriguez (1993) explains, "Avance's main goal is to provide essential information on becoming an effective parent and helping parents understand their critical role as the child's first and most important teacher" (pp. 8-9). Mothers attend parenting classes while children attend programs at the day care centers. All children are under two years of age. There are also literacy programs for the adults as well as programs for fathers.

According to Rodriguez,

> *Avance strives to strengthen the family unit, enhance parenting skills to help ensure the optimal development of children, promote educational success, and foster the personal and economic success of parents. Avance is a viable intervention model that has been proved empirically to work at changing attitudes, knowledge and behavior, while reversing trends of low educational attainment in the space of a single generation (p.6).*

Results of their longitudinal empirical study are found under the "Impact" section of this report.

Even Start

The results of a nation-wide evaluation report on Even Start family literacy programs, based on three years of data from 1989 through 1992, is now available through the U.S. Department of Education. The National Evaluation of the Even Start Family Literacy Program: Report on Effectiveness, released in October, 1993, was prepared by Abt Associates Inc. and RMC Research Corporation. The report is comprehensive and reviews the positive effects on parent literacy, parenting skills, children and families. The results at the moment indicate short-term change, but when viewed in the context of the life situations of the at-risk parents enrolled in Even Start, there is still an indication for long term and lasting change. Program participants are among the best indicators of the changes they have undergone as a result of these programs. The evaluation report states:

> *. . . . Even Start participants describe a number of qualitative changes in their lives and the lives of their children. Listening to the personal stories of program participants, it becomes apparent that most of the changes in attitudes and skills that the parents see in themselves and their children are positive short-term goals of an educational program. Parents describe themselves as moving toward their goals of an educational certificate, getting a job and being a better parent. Given the current status of Even Start parents, it is reasonable that we do not yet see changes in the more distal outcomes of increased employment and income (pp. 13-12).*

A memo from Ronald S. Pugsley, Acting Director of the Division of Adult Education and Literacy of the U. S. Department of Education of January 14, 1994, was sent to all State Directors of Adult Education and State Literacy Resource Center Coordinators. The memo accompanied the previously cited report on the effectiveness of Even Start family literacy projects. In that memo he summarizes the results of that report: "Positive outcomes for both children and adults were supported. . . . " In particular, "the parent/child interaction component was significant in the Even Start model in that it impresses on parents that they are keys to their child's education and are critical for child development."

The Family Involvement in Education (FIE) Program

deAvila, Lednicky, and Pruitt (1993) report on the Family Involvement in Education (FIE) program in Bryan, Texas that provides a holistic approach to family literacy and serves at-risk, low income or low education level families. The objectives of the program are: "(1) to assist at-risk families with parenting strategies, (2) to assist adults in raising their educational levels, (3) to educate at-risk parents about community resources and encourage volunteerism, and (4) to provide child care and tutorial services to at-risk children" (p.16). Parents responded that they found the most effective topics for them were those dealing with positive discipline, self-esteem, and working with the child's school. According to participants and as evidenced by the comment of one participant, the FIE program has been successful: "... for as one parent said, `this program has helped me and my children find each other'" (p.23).

Reading is Fundamental

Reading is Fundamental (RIF), based in Washington D.C., was founded in 1966 and "has pioneered family literacy methods and materials that have led children to read and parents to play significant roles in promoting their children's reading." (RIF 1990). RIF received a grant in 1987 from the John D. and Catherine T. MacArthur Foundation through which they funded eight experimental family literacy programs in six communities.

Basic assumptions of RIF in their approach to literacy include: (1) Motivation is integral to family literacy programming; (2) Those who wish to promote literacy must provide appropriate incentives; (3) Literacy providers must take books and reading activities to children and families wherever they can be reached; (4) Parents, including those with low literacy skills, have important roles to play in helping their children grow up reading; and (5) Programs produce best results when planning and implementation are cooperative.

ISSUES AND CHALLENGES

Although service providers, evaluators, researchers, and participants believe that family literacy programs seem to be the answer to all of society's problems, the field is still in its developmental stages and is still working with a target population that faces sometimes overwhelming obstacles. Issues and challenges are identified by practitioners and researchers in hopes of further developing the field and improving current practice to more effectively meet participant needs. This section provides a review of some of the most frequently noted concerns of those involved with the field.

Funding

Funding, or the lack of it, is always an issue for all literacy programs, although family literacy has a real chance to beat this challenge through the development of collaborative relationships as mandated by law. Funding is available from both private and public sectors, from government as well as private and corporate foundations. Even Start always stands out as a strong source of support, primarily because of its potential for four-year funding for programs.

An issue related to this positive state of affairs that has yet to be addressed, however, is that all these multiple funding sources - federal, state, county, school district, and others - require multiple, and often conflicting record-keeping systems and reporting procedures. For practitioners, this can quickly become a nightmare of mis-matched forms and data.

Staffing and Training

AS PRACTITIONERS HAVE COME TO REALIZE THAT AN ADULT OR EARLY CHILDHOOD EDUCATOR IS NOT AUTOMATICALLY A TEACHER FOR FAMILY LITERACY, ISSUES OF STAFF TRAINING HAVE BECOME OF GREATER CONCERN.

In talking with practitioners, some of the challenges of family literacy programs were found to revolve around issues of staffing and staff training. Programs differ in their opinions on the importance of instructor backgrounds. Perhaps because almost without exception, most of the practitioners interviewed for this report come from an adult education background, they emphasized the importance of having an individual on the family literacy team with a specialty area in early childhood development. Yet the literature and practitioners also understood the value and essential contributions of the adult components of family literacy. As the State Coordinator of Family Literacy of the OAE, Mary Willoughby states that "Both knowledge bases are important. I've observed how important it is to have specialists in both adult education and early childhood education." (Personal communication, March, 1994).

Between early childhood education and adult learning, which knowledge base and set of skills can be most readily attained on-the-job rather than through a formal educational background is a topic for discussion. The ideal, of course, is to have staff members with background specialties in each area who work together as a team. Ponzetti and Bodine (1993) assert,

> *Since very few professionals are competent in educating both adults and children in a familial context, the collaboration between diverse professionals becomes critical. Cooperation, coordination, and collaboration are required in literacy programs that consider families as units rather than simply groups of individuals (p.112).*

As practitioners have come to realize that an adult or early childhood educator is not automatically a teacher for family literacy, issues of staff training have become of greater concern. Nickse (1990a) asserts that "Programs need professional staff, and special training for them is wise. When working with families, appropriate roles for parents and staff must be identified. The role of volunteers and their training are also management concerns" (p.13).

In addition, several practitioners noted that all staff members, even those who are not directly involved in the family literacy project of an agency, need an opportunity to understand the purposes and nature of the program. This is particularly true if, as is sometimes the case, parents need to leave their regular academic classes to attend parent or parent-child sessions.

Retention

"ALTHOUGH WE MAY NOT KNOW YET HOW BEST TO TEACH ADULTS TO READ, THERE IS EVIDENCE THAT INTERGENERATIONAL AND FAMILY PROGRAMS RETAIN ADULT STUDENTS LONGER" (NICKSE, 1990A).

Retention in adult basic skill programs remains a challenge, although family literacy programs have been able to show some progress in this area. Often, basic skills programs are unable to provide all the support services participants need in order to continue attending classes. Nickse (1990a) conjectures that "Expanded services to families may be one reason that family literacy programs experience better retention than traditional adult basic education programs" (p.36). And even though there are problems inherent in working with low-income families that exist both in family literacy programs as well as in basic skills programs, Nickse notes that "Although we may not know yet how best to teach adults to read, there is evidence that intergenerational and family programs retain adult students longer" (p.17).

Sometimes, however, nothing can be done. Practitioners recognize that their target populations are extremely mobile and may be able to stay in their program for only a short period of time before economic concerns force them to move on.

"Spotty attendance" says Nickse, can also be a problem, although she posits that poor attendance may be related to the fact that "parents believe they are good parents and feel they do not need help with `parenting' " (p.37). Mary Willoughby of the OAE, however, states that several program directors in Colorado have indicated that family literacy programs have improved adult learner attendance. Although parents may feel like "skipping class" at times, their children want to attend and so the parents feel the need to attend as well.

Cultural Differences

Ethnocentrism, even subconsciously, is still all too common among literacy providers and can result in the imposition of majority culture values on the participants of family literacy programs. This is not the intended purpose of these programs.

Parenting or "mothering" is not the same in all cultures; Hispanic and Anglo mothers use quite different strategies at times to achieve the same results. Studies have been done on mother-child relationships among different sociocultural groups. As Nickse (1990a) points out,

> *.... a major concern in these studies is how to define `socially competent mothering'. Each socio-culture has a formula for customary parental behavior, evolved over time, which is largely successful under conditions of relative stability (p.43).*

She continues, "Staff need to be particularly sensitive to differences in mother-child relationships and maternal teaching behaviors" (p.44).

Instruction

Nickse (1990b) maintains, that "…. programs should be tailored to specific audiences. No one model will fill the diverse needs of adult and children in all communities. There are no 'best' teaching techniques to promote, since ideally each program selects instruction that is appropriate to the needs of specific population" (p.12).

Among Nickse's "new challenges for teaching" is the central role of personal and family attitudes and values.

> *Group discussions are valuable in helping to change attitudes and values about education. A change in attitudes and values is equally important as gaining technical skills- which comes first is a good question. Also, adult students are more vulnerable in family literacy programs since more of their life-styles may be revealed, as well as intimate details about family practices. This aspect of learners' lives has been hidden in traditional instructional programs, which are often based on individual mastery of academic material (p.28).*

When interviewed, the one area in which Colorado practitioners differed the most was the parenting portion of family literacy programs. Although they agreed on its importance and basic content, some providers preferred to bring in a third party to provide information on life skills and community resources, while others saw this as too fragmented an approach for program participants and preferred to provide this instruction themselves.

Ages of Children

In talking with Colorado practitioners, all of them agreed that it is difficult if not impossible to turn away parents from a family literacy program because their children are the "wrong ages." This simply runs counter to basic program philosophy.

The ages of children involved in family literacy programs have changed largely due to new funding sources, and new issues related to the different needs of these different age groups are developing. For example, infant care requires a different set of skills from the educational programming provided to school-aged children. Nickse (1990a) agrees that funding sources determine the ages of both the adult and child participants, noting that adults can range from teenagers to grandmothers, and children from birth to middle-school. Originally, children served by family literacy programs were of pre-school age, aged 3-4 years. When they went to school, these children were no longer able to participate in the program. Now, due to Even Start, eligible children include those school-aged children up to seven years. At times even older children are served depending upon the funding sources and the focus of the program.

In addition, in the beginning years, infants were not "allowed" to come to programs, thus forcing many interested and motivated parents to remain at home rather than attend classes at a center. Now, because child care is so difficult for many parents, centers try and are often successful in providing child care, and infants are able to come to the centers with their parents.

Involvement of the Father

The involvement of the father in family literacy programs is also gaining interest. Kerka (1992) notes that there is support for the impact of the male role model on a child's educational development. Perhaps some projects could venture further into this area by specifically targeting fathers to support their role in family development. The Avance program of San Antonio, Texas has made an effort in this area by sponsoring fatherhood projects.

As Nickse (1990a) states: "This is an important effort, because research suggests that results may be more profound and lasting if the whole family, however it is defined, is involved" (p.3).

Evaluation

The area of evaluation of family literacy programs is in need of immediate attention (NCFL, 1993, Nickse, 1990a;). Much of program evaluation depends on how success is defined within each individual program. In turn, this is dependent upon program philosophy, goals and funders which differ with every program. As mentioned earlier, the NCFL is developing consistent guidelines and indicators which may assist in combating the difficulties of evaluation presented by this program diversity. Nickse (1990a) also provides the perspective that because of the great diversity among family literacy programs, they are difficult to compare. But she does identify certain commonalities among programs in need of evaluation:

> **"Areas of impact include program implementation, program processes and administration, effects on parents, achievement, program retention, and children's readiness for school and school achievement" (p.47).**

According to Nickse, evaluation was still in the early stages in 1990. Brizius and Foster in 1993, however, indicate that much of the evaluation of programs has been taking place since 1991, much of it by NCFL and Even Start. The commitment of the leaders in the field is there. Brizius and Foster (1993) quote Sharon Darling of the NCFL: "'We must implement, then assess, then revise and reassess. This process must continue throughout the life of the program'" (p.100). Readers are encouraged to contact these two resources for the most recent compilations of evaluative data.

The NCFL maintains that the challenge now is to continue the research that examines the effectiveness of family literacy programs. In other words, to answer the question, does family literacy work? They maintain it is a time of translating theory to practice, a time to document, to identify questions and concerns about the concept, and to identify what works and what doesn't. Although to date, there is evidence to suggest the success and effectiveness of family literacy to meet its many goals, there is still a need to develop more systematic procedures for tracking its successes and failures, to systematically examine what exists in order to inform future practice and thereby ensure the greatest and most long-lasting impact possible. As Nickse (1990a) maintains, there is "...a need for a systematic way to collect and disseminate information about program and a means to provide technical assistance by professionals across a variety of fields. . . ." (p.47).

A different perspective was presented in interviewing one practitioner. Cliff Pike in Aurora, Colorado stated that he'll know his program has been a success in 14-16 years when the children of the parents he is working with are high school graduates. Then he'll know that the messages to stay in school, and that education is important, were communicated and instilled within that family.

Pike also pointed out that there is "no tool to measure if you're a good parent or not" (Interview, July, 1993). And as we have seen, the concept of parenting differs from culture to culture. These considerations only further emphasize the difficulties of evaluation.

In this section, the challenges that face the field of family literacy and the recommendations for research, practice, and policy that have been articulated in the literature are reviewed. Lists of priorities from several sources are given first, followed by specific areas of concern for literacy leaders and practitioners. The final comments regarding the future of the field address the need for advocacy from the grassroots level up through the enactment of national policy.

National Conference on Family Literacy

CLEARLY, THERE IS NO LACK OF WORK TO BE DONE IN THE FIELD. AND THE WORK MUST BE CARRIED OUT AT ALL LEVELS, FROM ACTION RESEARCH BY PRACTITIONERS TO POLICY DEVELOPMENT AT ALL LEVELS OF GOVERNMENT.

Brizius and Foster (1993) describe an historic event that took place in the spring of 1992. The NCFL brought together over 400 policymakers, practitioners, scholars, and political leaders to discuss how family literacy could help achieve then Goals One and Five of the then six national educational goals. (Note: The law passed in March of 1994 includes eight goals and Goal Five is now Goal Six). Goal One stated that all children in America will start school ready to learn; Goal Five stated that every adult American will be literate and will possess the knowledge and skills to compete in a global economy and exercise the rights and responsibilities of citizenship. Family literacy programs emphasize both of these goals equally. According to the participants of this conference, the challenges now facing family literacy include a clarification of its boundaries, the building of a support system, setting an agenda for research, and improving policy and practice. "To move on, we need a collective vision and a clear agenda" (p. 124).

Several themes emerged from the conference: (1)The nation needs a family literacy movement; (2) state and federal governments need to support family literacy in a coherent way; (3) family literacy programs must be accountable; (4) an infrastructure must be built to support the family; and (5) a literacy movement must continue to address needs that have been addressed for years: linking research and practice must be a major agenda item and increased training and training across programs must be provided.

Nickse (1990) had already articulated similar goals to those identified in the 1992 NCFL Conference: (1) Improve program design and administration; (2) Improve program evaluation; (3) Standardize definitions; (4) Fund cross-disciplinary research; (5) Encourage unified theories; (6) Fund carefully designed longitudinal studies; (7) Fund creative ethnographic studies; and (8) Coordinate services to families.

Clearly, there is no lack of work to be done in the field. And the work must be carried out at all levels, from action research by practitioners to policy development at all levels of government.

Public Policy

THERE IS A GREAT DEAL OF SUPPORT FOR STATES TO PLAY A KEY ROLE IN THE FURTHER ADVANCEMENT OF THE FIELD

As Brizius and Foster (1993) report, the specific literacy issues related to public policy that were identified at the 1992 conference included the following: defining the costs and benefits of family literacy programs; moving from a deficit model of family literacy to an assets-based (or strengths-based) model; encouraging more local policy development and debate; educating policymakers and the public about family literacy; defining the state role in providing support for family literacy; enhancing the federal role in family literacy; and building more cohesion among federal and state policies. There is a great deal of support for states to play a key role in the further advancement of the field.

Nickse (1990b) also addressed the arena of public policy and added a note of realism:

> *New social programs that impact families, such as a system for national day-care and the Family Support Act, provide opportunities to foster the family literacy agenda. Policymakers should consider this focus in new legislation. Some cautions are in order, however. There is a danger at this point that expectations for the success of family and intergenerational literacy programs will exceed our experience with administering them. Again, there are no `quick fixes' in literacy improvement, nor do these programs cost less to run in the short term. Over the years, however, a more holistic family and community approach to literacy improvement may prove cost-saving to the country and of greatest value to adults and children (p.29).*

Nickse continues to summarize her recommendations specifically for "Public Sector Administrative and Policy Support": (1) Provide for the dissemination of information; (2) Provide technical assistance; (3) Increase coordination at federal and state levels; (4) Focus special efforts on women in poverty; (5) Organize professional programs; (6) Increase funding for the Even Start Act; and (7) Provide stable, long-term funding.

Rodriguez (1993) of Avance also called for an increased and coordinated governmental role. Although she recognizes that parents are primarily responsible for the development of their children, she sees government as responsible for supporting the parent and strengthening the family. "Policies must be adopted at the federal, state and local levels to enable and encourage inter-agency collaboration in low-income communities" (p.14). She focuses on the local level: "Municipal governments should assist with funding, in-kind support, program evaluation, and the promotion of collaborative partnerships....They should take the lead in mobilizing the resources necessary to address issues of poverty, neighborhood by neighborhood" (p.14).

Practice

The 1992 conference participants noted that, as is so often the case, the practice of family literacy is far ahead of policy and research in the family literacy movement. Yet they were still able to identify issues from the practice of family literacy that need attention to further the professional development of the field. Their concerns as reported by Brizius and Foster (1993) included the following: promoting experimentation and innovation; increasing the sensitivity of family literacy programs to the goals of participants; assuring that programs focus on quality outcomes and their relationship to individual goals; relating family literacy to other reforms; developing family literacy models that include cross-cultural groupings; using existing networks for furthering goals of family literacy; and linking family literacy programs to lifelong learning.

Staff Training

Nickse (1990a) clearly supports the need for training, from training within higher education and corporations, to training within currently operating programs. She states:

> *A new group of broadly trained specialists is needed. Introduce the philosophy and practice of family and intergenerational literacy in higher education programs where the preparation of teachers of both adults and children occurs and in schools of library science where librarians are prepared. Make training available to human resource developers in corporations and to union officials. Develop inservice training courses for staff and aides already at work in these programs (p. 58).*

Trainers in the field, among them Dee Sweeney, Area Resource Teacher in Family Literacy for the CDE Office of Adult Education, believe that staff need to understand that family literacy is more than just the sum of its parts: It is an entirely distinct concept in which all staff members need to be trained, although it is a natural extension of approaches used in both adult and early childhood education. Sweeney also maintains that, in particular, practitioners need training in the development of integrated curriculum, that is, in developing activities that combine learning both for the parent and the child and in developing activities that integrate both academic and life skills.

A different perspective on the need for training is provided by Brizius and Foster (1993) as they articulate both the benefits and detriments of the multiplicity of staff backgrounds. "Because the field of family literacy is so new...most of the family literacy advocates have developed professionally in one of several other fields" (p.144). They continue:

> *As a movement, family literacy both benefits and suffers from the multiplicity of potential supporters. It benefits because otherwise disparate groups of people whose primary concerns are preschool children or low-literate adults or the reform of public schools have been able to join together in support of family literacy. Family literacy suffers, however, because many of these same people retain their loyalty in time and effort to their initial commitments in the fields of adult education, elementary and secondary education, or preschool programs (p. 144).*

These remarks are included here as they represent a challenge to the field that has been supported not only in the literature, but by every one of the practitioners interviewed for this report.

Research and Evaluation

During the 1992 National Conference on Family Literacy held by NCFL, it was recommended that one goal be to "improve, assess, evaluate, and improve again the effectiveness of every family literacy program in America" (Brizius and Foster, 1993, p.147). Further, they maintained that the development of the field must continue to occur within a multidisciplinary framework. This conference brought together, perhaps for the first time, individuals from early childhood development and adult literacy. "This `meeting of the minds' produced some consensus, considerable controversy, and a long list of researchable questions" (Brizius and Foster, 1993, p. 131).

Research

Brizius and Foster reported that research issues from the conference were identified as the following: determining the outcomes of family literacy programs that reflect the differences in history and culture of the community in which the programs are operating; expanding the concept of the family in family literacy; fitting family literacy into a model of lifelong learning and work-force education; searching for the relationship between taught and acquired literacy in family literacy programs; finding family literacy's relationship to community change; and finding out how parents, teachers, and students change attitudes and behaviors through family literacy.

Nickse (1990a) also identified questions she would like to see addressed by research, but which appear much more practice-oriented. They include: determining the types of technical assistance needed for program coordinators and staff; identifying the types of evaluation that are appropriate at this stage of development; developing collaborations and partnerships among service providers; and obtaining equitable funding with appropriate measures of cost effectiveness.

Evaluation

"Assistance with evaluation is critical" (Nickse, 1990a, p.58). Nickse maintained in 1990 that "Expected program outcomes for parents include greater success in parenting, education, training, and employment; and for children, increased achievement in school, fewer school dropouts, and a literate work force for the future. Although there is strong theoretical evidence to support their effectiveness, there is only modest empirical evidence to date that these expected outcomes will actually be achieved" (pp. 12-13). The current development by the NCFL and others of appropriate techniques and instruments for evaluation is enabling more empirical evidence to be gathered. As noted earlier, more and more evaluative data is becoming available almost daily, particularly through the National Center for Family Literacy and from Even Start.

In addition, Van Fossen and Sticht (1991) recommend that Head Start and Chapter 1 programs begin to consider how they can stimulate the education of parents, especially teen-age girls at risk of becoming pregnant. They recommend studying this issue in terms of cost effectiveness. "The present move toward family literacy programs under the Even Start legislation in Chapter 1 should be carefully studied with the aim of finding out if such programs provide greater returns on investments than programs that directly target children without aiming to improve the education of the children's parents" (p.36).

The Future of Family Literacy

Literacy is only one of the many challenges facing society today, although most of these challenges are interconnected and are, in some way, related to education. It seems there is never enough support to ensure that these nation-wide educational challenges are met with adequate funding or understanding. Nickse (1990a) addresses the need for immediate and strong advocacy of the field.

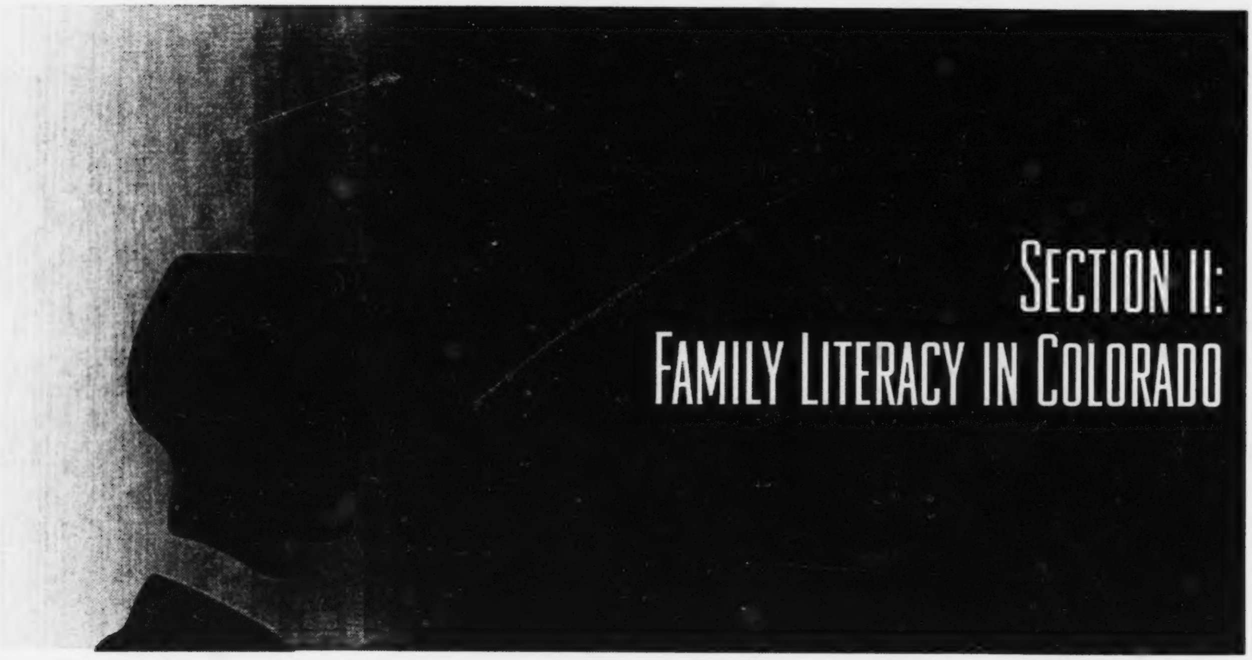
> *The development of family literacy cannot occur in a vacuum. It is ideally set in a context of humane family policies that support families, not those that uncaringly set up barriers that diminish or interfere unnecessarily with family life. Lawmakers and policy experts must understand the needs of families for stability and must act to help ensure this. Educators must themselves become advocates and join other educators, civil rights advocates, employers, and legislators in supporting public policy that protects and helps families. Together, we must continue to fight for just societies in which family needs for education, housing, health services, and a decent standard of living are family rights and where dignity and respect are accorded to adults and children, regardless of their literacy levels (p.61).*

According to the NCFL, the total number of families being served in over 1,000 programs in 1993 is still less than 30,000 and they maintain that the demand could be as much as one million families. They further assert that family literacy at the grassroots level is thriving and exceeds the national leadership's ability to serve the research, policy, and practice agendas of the family literacy movement. As Brizius and Foster (1993) report:

> *As a policy and as a movement, family literacy is on the verge of blossoming into a major national force. Family literacy deals with the root causes of poverty and intergenerational dependency through education. Family literacy is attractive to leaders in education, business, and government because it addresses these problems by supporting the family. Family literacy is also timely because it addresses several national education goals at once in a cost-effective way. Finally, family literacy has support because it delivers what it promises (p. 146).*

They continue, **"All that is missing is a commitment from the family literacy movement to set ambitious national goals and pursue them....Although national literacy begins at home it needs a national vision to survive and flourish"** (p. 147).

"AS A POLICY AND AS A MOVEMENT, FAMILY LITERACY IS ON THE VERGE OF BLOSSOMING INTO A MAJOR NATIONAL FORCE" (BRIZIUS AND FOSTER, 1993).



SECTION II:
FAMILY LITERACY IN COLORADO

The historical development of family literacy, particularly the role of the Office of Adult Education of the Colorado Department of Education, is described in the first part of this section. Three Colorado student success stories are included to help illustrate the impact family literacy programs have had on the lives of individuals and their families. These case studies are then followed by the most salient findings from the different surveys that have been conducted during recent years by the Office of Adult Education. The next part of this section provides brief profiles of several family literacy programs currently operating in Colorado. A listing of those Colorado programs able to provide technical assistance to interested individuals is also included.

INTRODUCTION

All of Colorado's programs fall along a continuum defined by the four components identified in the Colorado and NCFL definitions of family literacy: instruction for parents, instruction for children, times for parents and children learning together, and parenting classes. The number of family literacy programs has increased in Colorado over the past three years from only four to over thirty in 1994. These programs have also accessed more funding sources and established more collaborative relationships than ever before.

Again, as referenced earlier in this report, Brizius and Foster (1993) noted in their work for the National Center for Family Literacy that "Although national literacy begins at home it needs a national vision to survive and flourish" (p.147). Within Colorado this same attitude and commitment to the future must be developed. Without ambitious statewide goals, without a far-reaching statewide vision, the pioneering efforts of Colorado's programs and the personal successes of Colorado's students will be lost among the annals of the state's educational history. As Ms. Bates, Executive Director of the CDE Office of Adult Education, states, "to `survive and flourish', Colorado's public policy decision-makers need to make a philosophical and fiscal commitment to the development of clear goals and a unified and inspirational vision for the future of family learning throughout the state" (Interview, March, 1994).

BEST COPY AVAILABLE

According to Dian Bates, Executive Director for the Office of Adult Education (OAE) at the Colorado Department of Education (CDE), this office first began researching the potential of family literacy for adult basic skills programs in 1987. Initial contacts were made with the National Center for Family Literacy and the U.S. Department of Education to determine the best means of pursuing the development of families learning together in Colorado.

OFFICE OF ADULT EDUCATION: COLLABORATIVE EFFORTS

Dian Bates, Executive Director for the Office of Adult Education, emphasizes the tremendous progress that has been made as evidenced by the increase in programs from four in 1988, to over 30 in 1994. Mary Willoughby, State Family Literacy Coordinator for the OAE noted that in the first quarter of 1994, two programs for the homeless also added a family literacy project.

Both Willoughby and Bates still remember the original two programs, however, and the tremendous contributions they have made to the state: the Adult Learning Source (ALS) and the Denver Indian Center (DIC). The Adult Learning Source has been the recipient of a Barbara Bush Foundation grant and is now one of the partners of the Metro Denver Family Literacy (MDFL) project sponsored by Toyota. Bates notes that all three recipients of the Toyota MDFL funding were long-time recipients of Adult Education Act funds through the OAE. The Denver Indian Center Family Literacy Project was originally funded as a special demonstration project out of AEA funds through the OAE. The second year, the DIC operated the program using internal funds. The third year, the program was funded by the Office of Public Relations at Coors. The model curriculum, "Old Wisdom, New Knowledge", developed as a result of that grant, has been recognized and disseminated nationally by Coors to other family literacy programs.

In addition to funding, the OAE has also supported the growth and development of family literacy throughout the state in several other ways. Willoughby first cites the support provided to the Family Literacy Task Force of the Adult Literacy Commission. This task force was responsible for developing the state-wide definition of family literacy and for upcoming public awareness efforts designed for specific target audiences.

She also credits Dian Bates for having the vision to include family literacy in the 1990-1995 State Plan. As a result of the attention paid by this office to family-centered education, technical assistance in program development and program management, instructional strategies, and approaches to collaboration are now offered. Training is provided by the family literacy Area Resource Teacher not only in working with adult literacy skills, but also in parent advocacy issues and activities. The collection of family literacy materials available through the State Literacy Resource Center has grown tremendously: materials address adult literacy with a family focus, topics for parent advocacy, and activities for parent and child time. The Center also carries an extensive collection of resource and reference materials for programs. Products developed by the staff of the OAE in addition to this report include a resource manual, Family Literacy: Getting Started, designed for programs just starting up, several bibliographies of instructional and reference materials, and Building Family Literacy Collaborations: A Step-by-Step Manual, developed to assist programs with collaborative efforts supportive of family literacy. Finally, after July, 1994, a comprehensive data base on Colorado family demographics will be available to assist in identifying and documenting the need for family centered programs throughout the state.

> "WE ARE PLEASED WE HAVE BEEN ABLE TO PROVIDE SUCH LONG-TERM AND CONSISTENT SUPPORT TO THE GROWTH OF THIS OBVIOUSLY IMPORTANT FIELD. FAMILY-CENTERED PROGRAMS HAVE PROVIDED AN EVEN MORE SIGNIFICANT IMPACT ON THE EDUCATION AND LIVES OF CHILDREN, PARENTS, AND FAMILIES THAN WE EVER COULD HAVE IMAGINED OR HOPED FOR" (DIAN BATES)

All of these services are available not only to programs funded through the OAE, but also to libraries, to Family Centers administered through the Governor's Office, and other programs providing services in support of families learning together in Colorado. The State Literacy Resource Center utilizes its natural transmission system to assist local libraries in communities throughout the state to develop their own collections of family literacy materials and references.

Collaboration in the development of programs that assist families in learning together is a major focus of the Office of Adult Education. The OAE works closely with all First Impressions programs headed by Colorado's First Lady, Bea Romer, and represents the OAE on the Colorado Initiative on Family Learning Advisory Council with the Governor's Office. As a result of these collaborative efforts, the OAE is therefore an active partner in Mrs. Romer's, "Read To Me" campaign supported by Pizza Hut and Rotary. In Hawaii, Pizza Hut assisted the Governor's Literacy Council in raising a substantial amount of funding in support of family literacy, and the Rotary Clubs developed public service announcements (PSA's) and worked with the media to promote awareness of the need for family literacy. The OAE provides all of its adult basic skills programs with information on the "Read To Me" campaign accompanied by a list of their local Rotary Club contacts. The office also provided the Council with a list of all the funded adult basic skills programs throughout the state.

Ms. Bates also serves on the Even Start Statewide Council, helping to ensure collaboration between Adult Basic Skills programs and Even Start programs throughout the state. Additional information on Even Start is provided under the "Funding Resources" section of this report. Additional information on First Impressions and on First Impressions' "Colorado Initiative for Family Learning: Focus on Family Literacy" is provided under the "Colorado Services for Family Learning" section.

In summary, the CDE Office of Adult Education provided the earliest initiative and leadership to the development of family literacy in Colorado. The Office continues in a leading role through its commitment to collaboration with state and local agencies, systems, and programs. In addition, the Office provides technical assistance, data, materials, training, and promotes family literacy statewide regardless of the funding source or agency affiliation of the program. Ms. Bates states, "We are pleased we have been able to provide such long-term and consistent support to the growth of this obviously important field. Family-centered programs have provided an even more significant impact on the education and lives of children, parents, and families than we ever could have imagined or hoped for" (Interview, March, 1994).

ECONOMIC IMPACT

Colorado data can be examined further to determine the varied effects of family literacy within the state. The figures provided below pertain to one family or to one child only. When these figures are multiplied by the numbers of families and students in all the family literacy programs across the state, the impact is vastly more significant. Local programs are being asked to use these figures to determine the economic impact of their own family literacy projects.

According to research conducted by Ginger Bilthuis and Sheila Clark of the Office of Adult Education, the average family receiving AFDC payments consists of one adult and two children. Half of the adults are between the ages of 20 and 29 years. A monthly public assistance payment for the average family consisting of one adult and two children including AFDC, LEAP funds, and food stamps is $444.00. (Source: 1992 Colorado Department of Social Services). This total broken down into monthly averages is as follows: the average monthly AFDC payment is $244.00; $20.00 for LEAP (energy assistance) funds; and $180.00 for food stamps. The average length of time families remain on AFDC is one year or less. However, a recent sample showed that 38% of closed cases have been on AFDC more than once. Current practice is showing that family literacy programs assist parents in getting off welfare and other public assistance programs. In Colorado, this could translate into $444.00 per month or $5,328 per year on average that would be saved every time even one family is removed from programs of public assistance. In addition, these individuals become taxpayers instead of tax users.

The following three case studies were provided to the Office of Adult Education for the purposes of this report by the First Impressions Program, Office of the Governor. The three women profiled serve on the Colorado Initiative for Family Learning Advisory Council and are all past or present participants of family-centered programs.

Tammy Chapin At 22 years of age, Tammy Chapin was languishing at home and struggling to raise four young children by herself. With but an eighth grade education and no job, she had little hope for her future and felt desperate for a change. But she had no idea how that change might come about.

That was late 1992. Today, Tammy's life has indeed changed, and dramatically at that. She received her high school equivalency degree in June 1993, and is attending the Community College of Aurora, where she has maintained a 3.5 (B+) grade point average while taking classes toward an associate's degree in management.

Tammy attributes her turn-around to the Metro Denver Family Literacy Project, a program that got her into a G.E. D. program at Aurora's Paris Education Center while simultaneously providing schooling and day care on-site for her children.

Were it not for a letter from her caseworker instructing her to attend a workshop on the program, Tammy might still be sitting at home, despondent and unemployable. "I met my ex-husband at 14, got pregnant at 15 and was married just a few days after my 16th birthday," she said. "I really didn't have any skills other than staying at home and taking care of my kids."

It was with some initial reluctance that Tammy went to the literacy program workshop. "I hadn't been in school for seven years. I thought it would be too much for me to deal with. I struggled some at first, but language has always been my strong point and after awhile I felt it coming back to me."

Meanwhile, her two middle daughters, Jennifer, who is five now, and Kimberly, who is four, were having their first school experience. Tammy saw positive changes in them right away. "Jennifer had been depressed ever since her older sister Monica had gone to kindergarten. As soon as she got to the preschool at Paris, she became a totally different child — happy, excited, stimulated. In fact, she screamed if we had to leave early."

As for Kimberly, "she went from being a shy girl to being really open and participating a lot in everything the class did."

Tammy had first hand knowledge of this because her classroom at Paris was adjacent to her daughters' classroom. She volunteered in the classroom several times a week.

By August 1995, Tammy plans to have her degree, and hopes to land a job as a paralegal. She has nothing but praise for the family literacy project. "You know what's really ironic?" she asked with a chuckle. "I have higher expectations for my life now. This has affected me not only educationally, but emotionally as well. I used to get into really negative relationships, and I didn't realize the affect [sic] they had on me until now. This has been like an awakening. I realize now that I can be a productive adult and that attaining a white collar job earning $50,000 a year is within my reach if I want it. The family literacy project gave me a second lease on life and all it has to offer."

Gina Chavez From the day she dropped out of high school during her senior year 11 years ago, Gina Chavez has never stopped working. Raising four children alone and holding down a full-time job has never been easy, but Gina decided early on that she wanted to avoid going on the welfare rolls.

But life was tough on a meager salary, and Gina knew she had to do something to better her lot, and , more importantly, the lot of her children. To do so, she realized, meant going back to school and getting a high school equivalency degree.

At that time, Gina was working as kitchen manager at a local health food restaurant. She loved her work but wanted to climb the ladder. But she found her way blocked by her lack of education. To be an assistant manager or manager of the restaurant required a high school education.

How to work, study and raise a family posed what she initially thought were insurmountable obstacles. Then, on the bus ride home from work one evening, she overheard two young women discussing the classes they were taking at the Clayton Center of the Adult Learning Source, one of the centers that is part of the Metro Denver Family Literacy Project.

"I had just decided the time had come to start looking for a school when I heard these two girls talking," Gina said. "So I asked them for some information, and not too much later I was enrolled in the program."

That was in 1991. By late 1992, Gina had her GED, thanks to the literacy project. Under the program, Gina was able to keep working full time. She took classes during the evening at the Clayton Center. Her children, who at the time were 9,7, 4, and 2, went to the center with her and learned reading skills and did art projects. Gina was able to spend time with them in their classroom as well. "We had a lot of great family time together there," she recalled fondly.

Today, Gina is reaping the fruits of her labor. She has been promoted to assistant manager, with a healthy boost in pay. She radiates enthusiasm when talking about her work. "It's something different every day. I'm not sure I'd like a boring desk job, but this certainly isn't boring."

Her next goal is to take college courses in business in marketing. She'd like to stay in the restaurant business, maybe even run her own restaurant some day. "Maybe it's unfortunate, because it's so crazy all the time, but I really like the restaurant business," she says, laughing.

Michelle Wright Michelle Wright was 18 and in her first semester of high school when she decided that clothes meant more to her than a diploma. So, just several credits shy of graduation, she dropped out and went to work full-time at a mall clothing boutique to earn money to buy the latest fashions.

It was a decision she later came to regret, but wasn't sure how to rectify. "High school was like a great big playground,' said Michelle, who's now 24. "There was alot of peer pressure, especially around fashion, around clothes."

Then in early 1992, still struggling to support her 2 1/2 year-old son Josh in a low-wage retail job, Michelle was laid off and went on the AFDC rolls. It was then she decided that a change was in order.

At about that same time, she received some information in the mail from her caseworker on the Metro Denver Family Literacy Project. Her initial reaction was to pay it no mind. "I thought it was junk mail," she confessed. "I almost threw it out."

But she read it instead, and a short time later visited the Paris Education Center in Aurora to investigate further. She liked what she saw. Here was a place where she could work toward her GED and at the same time enroll Josh in a preschool program. So she signed up.

"At first it felt kind of blank," Michelle recalled. "I thought, `I don't remember any of this.' But then, slowly but surely, it comes back to you."

Michelle's studies were interrupted in September 1992 by the birth of her second child. But in June 1993 she re-enrolled in the program and is making steady progress toward her equivalency degree.

Meanwhile, Josh, who is four now, is thriving in the preschool program. "He is learning a lot. He had alot of ear infections when he was a baby, and because of that he didn't talk as well as other kids. But he's doing alot better now."

Michelle spends time each week in Josh's classroom and has taken to reading to him and working with him at home on letter recognition. 'He loves bringing me books and sitting in my lap while I read to him," she said.

Meanwhile, Michelle aims to get her degree by the end of the year and enroll in a local college to take courses in electronics, computers and engineering. "I don't know how long this is going to take me, but I am going to get there," she vowed. "It was scary at first, but now I know I can do it. I can concentrate a whole lot better now than when I was in high school."

These are just three stories of individuals who have had successes in Colorado's family literacy programs. These programs help parents overcome one of the biggest barriers to receiving education: child care. Moreover, they help bring families together rather than separate them while the parent attends school. The barriers to learning are overcome by family literacy programs and the proof is growing daily as both women's and men's lives change along with those of their children - for now and for generations to come.

Since fiscal year FY 92, several different surveys have been conducted with adult education programs throughout the state. As the number of programs grow and as the field develops, the surveys are becoming more sophisticated and the data obtained from them more meaningful. This section provides brief descriptions of the information gathered to date. All of the surveys are available upon request from the Office of Adult Education at CDE.

FISCAL YEAR 1992

In FY 92, programs funded by the Adult Education Act through the Office of Adult Education at the Colorado Department of Education were asked this question: "Do you have a Family Literacy component either under the Adult Education Act grant or some other funding source? If yes, please describe." Although programs wrote varied responses to the above question, six programs described components which appeared to include at least basic skills instruction of the parents and instruction for their children. Most of them also included some training and opportunity for the parents to work with their children. An additional 16 programs indicated they provided family focused events or classes. 26 programs had no family literacy related projects. (Source: 1993 Report of Office of Adult Education: "Adult Education Act Programs: Family Literacy Projects).

FISCAL YEAR 1993

In FY 93, during January and February, a similar survey was conducted. Renewing programs were asked to respond to the following question: "Family Literacy is of growing importance under the Adult Education Act (AEA) and is a Colorado initiative. How will this program implement Family Literacy, what community resources will be identified, what funding sources will be accessed?" The results were what these AEA programs projected for FY 93. The 1993 Report on "Adult Education Programs: Family Literacy Projects" categorized the responses into project types, identified community resources, identified funding sources, and identified proposed family literacy projects for FY 93. Twenty-six programs reported offering some configuration of the four components identified in the Colorado definition of Family Literacy: instruction of parents, instruction for children, times for parents and children learning together, and parenting classes. Eight programs conducted planning and community needs assessments and referred adults to family literacy programs when possible. Fourteen programs did not conduct family literacy projects.

Community resources listed were diverse. Public schools were the most frequently mentioned, followed closely by community agencies/programs, Headstart, libraries, and public agencies/institutions. Funding sources were also diverse and ranged from the Barbara Bush Foundation, Chapter II, and Headstart, to corporate grants. In-kind support was provided by Children's World, correctional facilities, public schools, and social services. The Adult Learning Source cited five different funding sources in support of their programs; five other programs listed either two or three.

FISCAL YEAR 1994

Two surveys were conducted in FY 94. The first was sent out in September, 1993 requesting a quarterly report on family data. The purpose was to clearly define the need for family literacy programs in Colorado. A comprehensive report summarizing the data collected throughout the entire 1994 fiscal year will be available through the CDE Office of Adult Education in late summer,1994.

For the first report compiled in November, 1993, responses from 295 program participants from nine different programs were obtained. The number of responses for each survey item differed for each item, thus totals did not always equal 295 responses. Some responses include:

- 209 respondents reported they completed 11 grades or fewer (i.e. dropped out before graduating from high school).
- 265 responded that there were between 1 and 5 persons living in their household; 35 reported there were more than six. 188 responded that there were between 1 and 4 children living in the household; 25 responded there were five or more.
- 169 responded that family income was $13,000 or below; 64 responded it was between $13,001 and $25,000. 16 responded that family income was over $25,001 and 14 of these reported it was over $29,000.
- 93 responded that they were currently married and 160 indicated they were either never married, widowed, divorced, or separated.
- 101 said they were a single parent; 144 said they were not.
- 116 reported they had one to three children; 24 reported that had between four and seven children.
- Only 55 reported that they had their children enrolled in another program: 21 reported children enrolled in Headstart; 34 reported their children enrolled in Chapter 1, another preschool program or another reading program.
- 33 responded that they read to their children every day; 67 said sometimes; and 25 said never.
- 58 said child care was necessary for them to attend class and 72 reported it was not.
- 157 reported that their mothers did not graduate from high school and 57 also reported that their fathers did not graduate from high school. 112 said their mothers did graduate and 24 were unsure. 99 said their fathers graduated and 36 were unsure.

The second survey from the Office of Adult Education also took place in September, 1993, except that for the first time, a phone interview was conducted with the program directors of all Adult Education Act, Colorado Literacy Action, and Adult Education Homeless Act programs in Colorado. This allowed a 100% response rate. The purpose was to determine the extent to which needs for family literacy were being met throughout the state and to determine where the existing programs fell on the continuum of program components. In other words, how many Colorado programs actually met the criteria as set forth in the Colorado definition, or standard, of family literacy? The results as self-reported by the 80 programs surveyed are as follows.

- 30 programs reported they currently operate a family literacy program; three are in serious process of developing one and have begun negotiations with other agencies or funders. Of these 30 programs, only two were not familiar with the Colorado definition of family literacy.
- When asked which of the following components were part of their family literacy program, the responses were:

  Early childhood and/or school-age educational assistance: 26 responded "yes"

  Adult basic skills education: 28 responded "yes"

  Parents and children learning together: 24 responded "yes"

  Parent time together: parent support and education: 24 responded "yes".
- The number of staff involved in the family literacy program varied widely. One program reported having two full-time staff and 45 volunteers; another reported three part-time and one full-time staff. On average, however, programs reported two to three staff. It was not always clear if these were full or part time. 21 programs responded, however, that the staff involved in the

family literacy programs worked in other capacities in the program as well.

- 13 programs responded that they received funding through the Office of Adult Education (Adult Education Act funds). Seven programs mentioned either financial or in-kind support from Head Start; five programs mentioned Even Start; and one program identified Chapter I as a funding source.
- When asked to provide information on funders and collaborative efforts that had been established in support of their family literacy programs, programs provided a multitude of responses.

  In addition to those funders listed above, which were the most frequently mentioned, other funders included: Title V, Indian Education; Private foundations; private donations, special events and fund raisers; US West; Barbara Bush Foundation grant; Toyota grant; churches; Youth services; colleges; Family Resource Schools; local businesses and city council; United Way; Employment and Training Services; Job Service; Second Chance; Social Services; Community Action Programs; and Department of Corrections.

  In addition to those resources listed above specifically as funders, in-kind support was reported from the following sources: Head Start; city government; volunteers; public schools; libraries; community schools; and Indian tribes.

In this section, several programs are profiled to indicate the variety of services and formats that exist across the state. All of these programs gained experience and developed their reputations for program accountability and for program quality as a result of working with the Office of Adult Education. The OAE has consistently encouraged all programs to expand their funding resource base and to extend their program services to meet the expanding needs of their communities through new programs such as family literacy.

The Adult Education Center: Family Education Program

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This program received an Even Start grant in 1993. They use the Kenan Trust Family Literacy Model for their program. "Our Adult Education teacher and Early Childhood teacher work together with the families as a team" explains Lisa Wilk (1993, p.8). Children between three and seven are currently served in the program, and a day care provider will soon provide for children under the age of three. Adult education classes are offered in the mornings Monday through Thursday and on Tuesday and Thursday evenings. Parent Time and Parent and Child Time are held one day a week.

The topics for Parent Time are chosen from ideas given by the parents in the program. The Parent Time format may include suggestion circles, discussions and videos about a specific parenting topic, and guest speakers. "We are fortunate to have such a supportive community here in Durango," states Lisa Wilk, program coordinator. "Because of this we are able to rely on our community resources for their expertise in many areas of parenting and family issues."

The Early Childhood Room is arranged with learning centers. Utilizing the Plan-Do-Review approach, the children are able to make choices about what they want to do during their time at school. During PACT time, the parents are given the opportunity to practice a new parenting skill while playing with their child in an activity that the child has chosen. Following PACT, the parents discuss their experience and observations and come up with ways to use these new techniques at home.

In addition to the activities at the center, the staff make at least one home visit with the families. In the planning for these home visits, the parents are asked to come up with a topic they would like to know more about. The discussion at the home visit is centered around this topic. They have also created over fifty Take-Home activities that the parents may check out and use with their children.

This same Even Start grant also supports two other programs, one in Ignacio on the Southern Ute Indian Reservation, and one at Fort Lewis Mesa, west of Durango. In Ignacio, the focus is on families with 0-3 year olds. At Fort Lewis Mesa, families meet once a week for a full day from 8:00 to 2:00. Although the programs differ greatly, the focus is still on providing both parent time, parent and child time, adult education and early childhood education.

As Lisa explains, "Everyone involved with the Family Education Programs in Ignacio, Fort Lewis Mesa, and Durango are exhilarated by them....Our parents and their children are learning to set goals for themselves, and we are seeing improved relationships between parent and child. Parents are discovering their role as their child's first and most important teacher" (p.8).

The Adult Learning Source

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Two of the three recipients of the Toyota Families for Learning program administered through the National Center for Family Literacy are learning sites run by the Adult Learning Source (ALS) in Denver. The Denver Toyota grant is referred to as the Metro Denver Family Literacy (MDFL) project, coordinated through First Impressions of the Governor's Office. At ALS, this project represents a partnership with the Family Resource School Program, Head Start and others. An external program assessment will be conducted through this project. ALS, in the past, has also received a grant from the Barbara Bush Foundation.

The two ALS sites of the MDFL project are located at the Clayton Family Literacy Center in northeast Denver and at Greenlee Elementary in west Denver. The Greenlee/Metro Elementary Lab School is one of the seven Family Resource Schools of the Denver Public Schools. At the Clayton Center, the MDFL program is "free standing." Both sites existed prior to the grant but, as intended by the Toyota grant, can now expand and enhance their services. They have adapted the NCFL model to their own particular communities and have added a job skills development and internship component to the the program at both sites.

This report reviews in the greatest depth, the program at the Clayton Center. Here, the program offers literacy, GED and ESOL instruction for parents; children participate in a modified High/Scope program. A part of each day is given to interactive family activities. The students at the Clayton Center are also part of the Clayton Family Futures program (a federal demonstration family support program) and the Denver Family Opportunity Program.

"The basic premise of ALS family literacy is that literacy skills—**presented in a form that is culturally and personally relevant** — will strengthen the individual, the family unit, the neighborhood, and society" (Program brochure). The Clayton Family Literacy Center provides a multiple-use learning site for program participants. As with other programs, participants don't have to be single parents, only family members or even friends who have a part in caring for the child. At times, three generations are represented. The target population, as elsewhere, is low-income families with multiple educational and social needs. Pam Smith, Program Coordinator, explained a unique requirement of her program: parents are asked to make a commitment to stay in the program for one year or until their educational goals are met.

At the Clayton Center, staff offer "Chat Time", as parent support time when the parents meet, build support among each other and receive instruction to assist them in being more effective parents. Staff seek to understand the adult not just as an adult learner but as an adult parent. Since parents are their children's first teachers, this program seeks to maximize what these adults can do as parents for their children.

Parent and child time, "PACT Time", is offered three days a week. Children served at the Center range from eight weeks old to five years.

In the adult instructional component, participants work primarily with tutors and a lead teacher. Staff feel it is essential to understand developmental stages of both children and adults. Parents are taught to be Children's Assistants to facilitate this understanding. In the child instructional component, a key feature is the utilization of a modified High/Scope curriculum for pre-schoolers. The High/Scope curriculum is described under "Successful Practices" in this report and the local trainer is listed under "Informational Resources".

BUENO Family English Literacy Program (FELP)

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The BUENO Center for Multicultural Education of the School of Education, at the University of Colorado in Boulder is home to the Family English Literacy Program (FELP) program that began in September, 1991. FELP operates at four sites: Boulder, Fort Lupton, Longmont, and Westminster. The focus of FELP programs is on whole language ESL instruction based on life skills and family education. FELP's purpose is to help adults and children who do not speak English improve their lives by becoming independent speakers and learners.

The program's specific goals are to: (1) provide English instruction to limited English proficient adults and children, age five and above; (2) provide instruction for parents and family members on how to facilitate educational achievement and success of their children; (3) build capacity within the community for continuation of services to the limited English proficient population once federal funding ceases; and (4) provide counseling and guidance to assist participants in career planning or in furthering their education.

FELP classes are provided four evenings a week and focus on real-life thematic units such as school, health, housing, employment, shopping, banking, communication and transportation. The staff at each site work as a team, combining their training and skills to teach these essential English and cultural life skills. A key element in instructional planning is the students. Instructors carefully consider the characteristics and needs of their target populations when designing their instructional activities and delivery models. In this way, the program strives to help each student learn what she or he most needs and wants to learn.

In addition to providing ESL and cultural skills for adults and children, FELP facilitates parenting skills and structures time for parents and children to learn together. The first three evenings of the week focus on intensive language literacy instruction. Adults and children cover the same thematic material, but at different levels and with varying methods depending on skill and knowledge levels. On the fourth evening of the week, adults and children come together to share what they have learned and to join in activities like field trips, Family Math, or planning and preparing for holiday celebrations. Three sites have separate classrooms for adults and children. At the Ft. Lupton site, children and parents have class in the same room, so each sees the other learning. At this site, parents have the opportunity to directly model learning behavior, and to assist their children in developing a positive attitude towards learning.

In Fort Lupton, the community has been the best resource: local business and agency persons come to the program to speak and FELP participants take field trips into the community as well. The Fort Lupton program receives funding through the Office of Adult Education at CDE and works with AIMS Community College. Cooperative services are also provided by the local school district, high school and library.

Colorado Department of Corrections/Territorial Correctional Facility

Contact: Elizabeth Nichols
Lead Instructor for ABE/GED
Academic Programs
Territorial Correctional Facility
P.O. Box 1010
Canon City, CO 81215-1010
(719) 275-4181 ext. 3162

The family literacy program enrolled adult male inmates, most of them functioning at below a 9th grade level. The unique characteristic of this program was the group process in which the students developed stories. They then used desk-top publishing as a group to create a series of books. During visiting hours, the inmates took the books with them, visited with their children, read to them, and showed them the stories they had created.

The name of the project is "Project Skip": Stories for Kids by Inmate Publishers. This project has increased the abilities of the inmates to read and write, has helped them gain desk-top publishing skills, improved group interaction and cooperation, and demonstrated to them how to teach their children by reading them stories. It has given them the confidence they needed to begin reading to their children.

The program was a special demonstration project during fiscal year 93 (July 92 - July 93) funded with Adult Education Act funds through the Office of Adult Education at CDE. During the year at least 40-50 inmates were involved. Currently, the process of modifying and implementing this program at other correctional facilities is in the planning stage. The educational division of the Department of Corrections will continue to do more in-service activities for their staff who want to replicate this project. Facilities differ, therefore the programs will be slightly different at each location.

The inmates loved the program. According to Chuck Beall, Special Projects Coordinator with the Division of Correctional Education, the inmates "went above and beyond what anyone had expected them to do. Their level of interest exceeded that of other inmates. Different kinds of attitudes were being developed. The kids actually saw their fathers in a different light as well." In addition, Cherrie Greco, GED teacher at the school, states that "In an extremely high number of cases, the fathers had never read to their children before having been involved in this program."

Colorado Springs School District Eleven Adult Education

Contact: Sharon Stone, Director
Adult Education Center
917 East Moreno
Colorado Springs, CO 80903
(719) 630-0172

The Colorado Springs School District Eleven Adult Education program operates four distinct family-centered programs: Family Education; Corrections - Family literacy; Adult Education Center - Family Enrichment Program; and Homeless - Family Literacy. Sharon Stone, program director, explains their program philosophy and structure. The current model for the family literacy programs in El Paso County is based upon a simple, but powerful premise: parents and children can learn together, and enhance each other's lives. When parents and children learn together, an appreciation and respect for education is provided for the children which paves the way for school success; parents acquire new skills for work and home and a new appreciation of their role as first teacher in their child's life. Family literacy is fashioned after the Kenan Model which has its origin at the National Center for Family Literacy in Louisville, Kentucky and four key staff have been trained by the NCFL.

The Family Education Program is the longest running of the four and has experienced a process of change and refinement. Each program has unique components but all share in the powerful philosophy of intervention strategies for the families involved. A brief profile of each of the programs follows.

Family Education. Several components work together to provide a comprehensive program for families. A total of six program hours per week are offered in the evenings, in response to and based upon the needs of program participants. The early childhood component serves children between the ages of three and six and uses an integrated curriculum providing for individual learning as well as for time with the parent. School age children are assisted with their work in the Family Program Chapter funded Study Center while their parents study. These parents also participate in parent/child activities and parent support groups. PACT time (Parent and Child Time) is an opportunity for parents and children to work and play together; activities transfer easily to the home environment and reinforce the concept of the parent as their child's first teacher. Based on research findings, the parents are encouraged to complete these activities in their home language. As Stone states: "The reciprocal learning that takes place during PACT offers parents and children a chance to become true partners in their education." Parent Time is a second component of the program, using a participatory approach to determine topics that are addressed. This time together enables parents to develop friendships, encourages mutual growth, and develops interpersonal skills. Finally, home visits are made to each participating family by the early childhood teacher and the adult education teacher as a team where the parent and the child receive special attention and support, and where a bond is created that is difficult to achieve within the classroom.

Corrections - Family Literacy. A Barbara Bush grant funds a family literacy component for specific inmates at one correctional facility. As Stone explains, "Undereducation is intergenerational in nature and parents who are separated from their children have less than an equal chance of being their child's first and most influential teachers." This project seeks to help parents overcome the effects of separation and to still be recognized as their child's first and most influential teacher.

Adult Education Center - Family Enrichment. Family Enrichment began in January, 1994 with a grant from the Colorado Women's Foundation. A pre-school program is provided through a unique partnership with the City of Colorado Springs. This program allows parents to attend classes at the Adult Education Center. Parent Time and Parent Child Time components are also part of the overall program structure.

Homeless - Family Literacy. In June, 1994, Adult Education will begin an intergenerational family literacy program for 15 families at the Red Cross Shelter. The program will contain four major components: Adult Education, Early Childhood Education, Parent Time, and Parent and Child Time. Children ranging in age from under three years through seven years and above will participate in developmentally appropriate activities in several different programs. Again, parents and children will participate in activities together to encourage growth socially, emotionally, and academically.

In summary, Stone emphasizes that the recognition of both adult and early childhood education are equally important key factors; this belief and the continual adaptation of the Kenan Model contribute to the programs' success. Stone also recognizes that enthusiasm and teamwork have been key factors that have contributed to not only the improvement of the Family Education program but also to the development and implementation of the three new family literacy programs. Adult Education staff is committed to the concept of family literacy and its future. As Janie Blind and Debbie Butkus said, they want to tell people "It works!!". They "see significant changes in families. This is not a fad; it won't be gone in ten years" (Interview, July, 1993).

The Denver Indian Center

Contact: Lynda Nuttall, Director
Denver Indian Center
4450 Morrison Road
Denver, CO 80219
(303) 937-1005

The Denver Indian Center began one of the first family literacy programs in Colorado when it received funding as a Special Demonstration Project from the CDE Office of Adult Education in 1988. The program is now funded through Title V, U. S. Department of Education/Indian Education, Sub-part C, Adult Education, and through the Association for Community Based Education, a private foundation in Washington, D.C.. There is one part-time coordinator and one quarter time teacher who are assisted by five volunteers.

The focus of the program is to promote education as a lifelong learning process, to empower families to take an active role in their children's education, and to enable and encourage all family members to participate in the education process. Classes at the Center run from September through May and families attend at least one night per week for two and one-half hours each time. The program concentrates on teaching the families as an integrated unit; they work and read together the entire time. As Ursula Running Bear, program coordinator states, "The students are learning within the family and are learning to help each other." Every class session begins with a Reading Circle that deals with the particular topic for that week. Teachers, volunteers, parents and children all participate. This is followed by a "question time", then a writing activity, and finally with a "hands-on" learning activity during which the families make something, for example, a traditional Native American dwelling. The topics center around the Native American culture for example: traditional clothing, food, beliefs, values and family.

Children range in age from infants to 12-14 years of age. Sometimes, as in most family programs, it is not the parent who attends, but the significant person in the child's life such as an aunt or uncle.

Part of the uniqueness of this program is its emphasis on the oral culture of the Native American cultures. At least part of the Reading Circle is devoted to teachers telling stories that have been passed on to them. People from the community also come to speak on some aspect of the culture about which they are particularly knowledgeable.

In the spring of 1994, the program began incorporating parent education classes, during which time the parents and their children are separated from each other. Each group will study the same topic, but at different levels. It is important to note that this program is open to anyone who wishes to participate; it is not limited to Native Americans. The Native Americans who do attend learn not only about their own tribal culture, but about the cultures of other tribes as well.

The Family Learning Place

Contacts: Marcia Lewis, Project Director
Bitsy Cohn, Larimer County Center
Adult Literacy Program Director
2551 Hampshire Road
Ft. Collins, CO 8052
303-482-9884

"The Family Learning Place is an educational center...designed to offer family literacy, school readiness and adult education opportunities to low income families. A comprehensive program goal includes empowering families to achieve self sufficiency by providing educational opportunities to parents in order to enhance employability while offering continuous quality child care services. In addition, the center creates an environment for modeling and teaching parenting skills which enhances the parent/child relationship, and positively impacts the child's potential for academic achievement" (Program literature, 1993).

This is the second year of program operation. The Family Learning Place is a joint venture of five agencies: Front Range Community College, Children's World, Larimer County Social Services, Head Start, and Larimer County Employment and Training Services. "The basic tenet of the Family

Learning Place is that the child's foundation of learning is the family....Perhaps the most important component provided by the Family Learning Place for the adult learner is daycare for their children...this frees the parent to dedicate a few hours each day to academic development" (Keen, August 1993, p.1). Child care is provided for infants through Head Start.

As Keen (1993) explains, "The Family Learning Place providers have created a unique partnership that acknowledges that the literacy of the parent is crucial to the development of literacy in the child and there is no better approach than to focus on the needs of the family....Parents who have been involved in this process understand the importance of their interest and support their children's education. By furthering their own goals - personal and educational- they are better able, with the support of the Family Learning Place to help their children attain new heights" (p.7)

Paris Education Center

Contact: Cliff Pike
Paris Education Center
Aurora Public Schools
1635 Paris Street
Aurora, CO 80010
(303) 340-0785

This program is also a part of MDFL, the Denver recipient of the Toyota Families for Learning project administered through the NCFL. Again, adult programs in the Continuing Education Department of the Aurora Public Schools has been in existence prior to the Toyota grant, but these funds allowed the program to be enhanced and expanded. As Cliff Pike, Program Coordinator, states, "Getting both of them (parents and children) to buy into education is [our] challenge." The program is working with families to prepare them to become lifelong learners. "Parents become an integral part of their child's education" says Pike (Interview, July, 1993).

A major focus is providing activities, outside speakers and workshops around parenting issues. Some of the more popular content areas have been around discipline, health, and safety. Other components of the program include academic instruction for the parents and working with children, ages three and four, to prepare them for pre-school or kindergarten. The children see their parents modeling learning behavior - they don't have to be convinced that learning is a valuable activity.

They also hold a "Family Day" one or two times a month. A focus is on the multicultural aspects of parenting, recognizing the common problems among all cultures and sharing answers among each other.

A unique aspect of the program is the degree of support it receives from the Aurora Public School District, including access to special education services and other support services. This program is an integral part of the district. The program operates jointly with the Crawford Family Center, one of twelve centers statewide administered out of the Governor's Office. The partnership is among the Continuing Education Department of the Aurora Public Schools, Arapahoe Employment and Training, Adams County Employment and Training, Zonta, and the Denver Southeast Rotary Club.

As with other programs, the focus is on breaking the cycle of poverty. Pike explains that the staff of the program are seeking to create literate families so that "we might actually have a fighting chance to turn welfare around".

The Trinidad State Junior College Collaboration for An Even Start Program

Contact: Mimi Zappanti, Project Director
Trinidad State Junior College
600 Prospect
Campus Box 124
Trinidad, CO 81082
(719) 846-5527

The newly funded Even Start program, one of only three community colleges nationally and the only community college in Colorado funded by Even Start, is a family-focused educational program designed to help parents develop their skills to become their child's first teacher. In order to be eligible to participate, children must be between the ages of 0 and 7, and parents must either lack a high school diploma or require basic skills assistance. Pre-school children work on oral communication and thinking skills so that they may enter school on an even par with other students. Primary school age children work on activities to enhance critical thinking skills, oral and written communication, and life skills. Parents study at the Adult Education Center of Trinidad State Junior College, and work on their GED or the Certificates of Accomplishment of the Colorado Department of Education. Discussions on parenting skills are also held to help parents share their concerns and experiences to create a positive home environment.

Instruction is three-fold: it is center-based, it provides for parent and child time together, and it provides a home-based component as well. At the Center, parents and children work both separately and together. In the home, mentors visit to observe and assist parents as they work with their children.

Collaborative partners for this project are: the Adult Basic Education program funded by the Adult Education Act, Even Start, the Family Focus Program, Head Start, School District #1, Trinidad Catholic High School, and Trinidad State Junior College.

Table 2 summarizes the responses of programs funded through the Office of Adult Education to the survey conducted in the fall of 1993. These programs, all of which had at least some component of family literacy, indicated they would be willing to provide the resources and services indicated in the Table to assist in the growth and development of family literacy in Colorado. Addresses, contacts, and phone numbers for each of the programs is provided following this table

A complete listing of all the family literacy programs affiliated with the OAE for FY94 is provided in Appendix B.

TABLE 2. PROGRAMS PROVIDING RESOURCES AND SERVICES

Program Name	Program Visits	Phone Calls	Send Information	Suggest Professional Resources	Suggest Instructional Materials	Conference Presentation	Provide Technical Assistance
Adult Education Center, Inc.	X	X				X	X
Adult Learning Source	X	X	X	X	X	X	X
Aurora Public Schools Continuing Education	X	X	X	X	X	X	X
Boulder Valley School District RE-2J	X	X		X	X		
Bueno Center for Multicultural Education	X	X			X		
Colorado Department of Corrections						X	
Colorado Mountain College		X					
Colorado Springs School District #11 Adult Education	X	X	X			X	X
Community College of Denver		X					
Delta County Library	X	X				X	X
Denver Indian Center Adult Education	X	X	X	X	X	X	X
Denver Rescue Mission	X	X	X	X	X	X	X
Eagle County Volunteers for Literacy	X	X	X	X	X		X
Family Tree, Inc./Women in Crisis		X					
Garfield County Literacy	X	X	X	X	X	X	X
Glendale Education Opportunity	X	X				X	
Hope Community Tutoring Program	X	X	X	X	X	X	X
Southern Ute Action Programs	X	X	X	X	X	X	X
Larimer County Center Literacy Program Loveland Public Library	X						
Larimer County Center Literacy Program Family Learning Place Program	X	X	X	X	X	X	X
Morgan Community College	X	X	X	X	X	X	X
North Conejos School District RE-1J	X				X	X	X
Trinidad State Junior College	X	X	X	X	X	X	X

Adult Education Center, Inc.

Family Education Program
Contact: Mimi Frenette
P.O. Box 1345
Durango, CO 81301
303-385-4354

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Present at conferences
Provide technical assistance

Adult Learning Source

Adult Learning Source Family Literacy Program
Contact: Susan Lythgoe
3607 Martin Luther King Boulevard
Denver, CO 80205
303-394-3464

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

Aurora Public Schools - Continuing Education

Family Literacy Program
Contact: Dr. Patricia Thorpe
11351 Montview Blvd.
Aurora, CO 80010
303-344-0358

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

Boulder Valley School District RE-2J

Boulder Family Literacy Program
Contact: Christina Wilson
26500 East Arapahoe Road
P.O. Box 9011
Boulder, CO 80303
303-447-5568

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials for adults only

Bueno Center for Multicultural Education

Family English Literacy Program
Contact: Sylvie Chevallier/Becky Hays
Campus Box 249
University of Colorado
Boulder, CO 80309-0249
303-492-5416

Will provide the following services:
Receive visitors for program visits if scheduled
Receive phone calls
Suggest instructional materials

Colorado Department of Corrections

Family Literacy Program
Contact: Chuck Beall
2862 South Circle Drive, Suite 400
Colorado Springs, CO 80906
719-579-9580

Will provide the following services:
Present at conferences

Colorado Mountain College

Family English Literacy Program/Parenting Group
Contact: Shirley Bowen
P.O. Box 10001 (215 Ninth Street)
Glenwood Springs, CO 81601
303-945-8691

Will provide the following services:
Receive phone calls

Colorado Springs School District #11 Adult Education
Contact: Sharon Stone
Adult Education Center
917 East Moreno
Colorado Springs, CO 80903
719-630-0172

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Present at conferences
Provide technical assistance

Community College of Denver
GED Institute Program
Contact: Sam Cassio
P.O. Box 173363
Campus Box 600
Denver, CO 80217-3363
303-556-3805

Will provide the following services:
Receive phone calls

Delta County Library
County Literacy Program
Contact: Gail Meade
211 W. 6th Street
Delta, CO 81416
303-874-9630

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Present at conferences
Provide technical assistance

Denver Indian Center Adult Education
Old Wisdom New Knowledge Program
Contact: Lynda Nuttall
4450 Morrison Road
Denver, CO 80219
303-937-1005

We are willing to do any of these when these activities would not interrupt our daily operations.
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

Denver Rescue Mission
Literacy Education Program
Contact: Autumn Gold
P.O. Box 5206
Denver, CO 80218
303-294-0157

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

Eagle County Volunteers for Literacy
Family of Readers Program
Contact: Colleen Gray
P.O. Box 608
Minturn, CO 81645
303-949-5026

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Provide technical assistance

Family Tree, Inc./Women in Crisis
No program name
Contact: Margie Erback
P.O. Box 1586
Arvada, CO 80001
303-420-6752

Will provide the following services:
Receive phone calls

Garfield County Literacy
Latino Family Literacy Project
Contact: Linda Halloran
413 9th Street
Glenwood Springs, CO 81601
303-945-5282

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

Glendale Education Opportunity
Glendale/Cherry Creek Family Literacy Program (starting Spring '94)
Contact: William Junor
4747 E. Mississippi Ave., #211
Glendale, CO 80222
303-759-9368

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Present at conferences

Hope Community Tutoring Program
Hope Family Education Program
Contact: Michelle Muniz
2444 Washington Street
Denver, CO 80205
303-860-7747 x128

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

Southern Ute Action Programs
La Plata Family Literacy Coalition
Contact: Nancy Logan
P.O. Box 460
Ignacio, CO 81137
303-563-0235

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

Larimer County Center Literacy Program

Loveland Public Library - Read to Me Program
Contact: Bitsy Cohn
300 North Adams Avenue (library address)
Loveland, CO 80537
303-226-2500 x309

Will provide the following services:
Receive visitors for program visits

Larimer County Center Literacy Program

Family Learning Place Program
Contact: Bitsy Cohn
4616 South Shields (college address)
Fort Collins, CO 80526
303-226-2500 x309

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

Morgan Community College

Family Literacy/Family Strength Program
Contact: Betsy Johnson
120 West Railroad Avenue
Ft. Morgan, CO 80701
303-867-4831

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

North Conejos School District RE-1J

Family Literacy Program
Contact: Martha Valdez
P.O. Box 72 (104 Spruce)
La Jara, CO 81140
719-274-5174

Will provide the following services:
Receive phone calls
Suggest instructional materials
Present at conferences
Provide technical assistance

Trinidad State Junior College

Collaboration for An Even Start
Contact: Mimi Zappanti
600 Prospect
Trinidad, CO 81082
719-846-5527

Will provide the following services:
Receive visitors for program visits
Receive phone calls
Send information, e.g. program brochures, descriptions
Suggest professional resources, e.g. text books, handbooks
Suggest instructional materials
Present at conferences
Provide technical assistance

This section provides a brief description of services provided to parents and children and programs for family learning in Colorado. Many of them are funders and are also found in the "Funding Resources" and "Information Resources" sections.

The family learing initiative was first included in the Colorado Adult Basic Education State Plan of the Office of Adult Education (OAE) for FY90-95. This focus was included in the Plan as a result of seven regional meetings that were held in 1987 with the directors and key staff of adult basic skills programs throughout the state. Even Start was also an early contributor to the family initiative effort, with funding being provided to both Ft. Collins and Jefferson County public schools in 1989. In fact, the Adult Learning Source had begun promoting the concept of intergenerational literacy as early as 1985.

The funds administered through the OAE encouraged the four-component model of family literacy. In 1990, there were only four family literacy programs funded through this office. By the fall of 1993 there were 30; in the spring of 1994 two additional programs began within homeless projects, again funded through the Office of Adult Education.

OFFICE OF ADULT EDUCATION COLORADO DEPARTMENT OF EDUCATION

Adult Education Act

Dian Bates, Executive Director of
Adult Education
Office of Adult Education
Colorado Department of Education
201 E. Colfax
Denver, CO 80203
Phone: (303) 866-6611
Fax: (303) 830-0793

LSCA Title VI, Stewart B. McKinney Homeless Assistance Act
(Colorado Adult Education for the Homeless)

Mary Willoughby, State Literacy
Action Coordinator
Office of Adult Education
Phone: (303) 866-6611
Fax: (303) 830-0793

State Literacy Resource Center

Debra Fawcett, State Literacy
Resource Center Librarian
Office of Adult Education
Phone: (303) 866-6914
Fax: (303) 830-0793

Family literacy is part of the Adult Education Act (AEA) and part of the Colorado State Plan. AEA grants to local programs can fund the adult education component of the family literacy program. Under the law, programs must solicit funds other than AEA funds to provide for family and other literacy components of their programs.

The Office of Adult Education does, in addition, provide training and technical assistance in the development of family literacy programs, including assistance with obtaining additional grant monies to provide family literacy services.

Funds from the Library Services and Construction Act (LSCA) Title VI have been used to purchase materials related to family literacy for the State Literacy Resource Center. Grants from a federal LSCA office are also distributed to library programs but, as with AEA funds, are used to support the adult education portion of family literacy programs.

The Colorado Adult Education Homeless grants are administered through the U. S. Department of Education, funded by the Stewart B. McKinney Homeless Act. In Colorado, these funds again support the adult literacy components of family literacy programs. In some instances, funds may be used for child care and transportation as well.

A summary of the materials and services that are available through the Office of Adult Education follows:

- Training and technical assistance in all aspects of program development and implementation, from funding to curriculum and instruction
- Family Center and Adult Education Act Contacts Statewide.(Developed by Dian Bates and Suzanne Williams (See Appendix C).

- Family Literacy: Getting Started. A resource booklet for programs (Developed by Dee Sweeney, Area Resource Teacher for Family Literacy)
    - Background information on family literacy
    - Needs data and statistics
    - Colorado Definition of family literacy
    - Detailed descriptions of four program components
    - Program models
- Building Family Literacy Collaborations: A Step-By-Step Manual (Developed by Mary Willoughby; Available mid-1994).
- Funding Resource Guide for Adult Literacy Programs in Colorado. (Compiled by the Collaboration Committee of the Colorado Adult Literacy Commission)

Chapter 1

Contact:

Virginia Plunkett
Chapter 1 State Coordinator
Colorado Department of Education
201 E. Colfax
Denver, CO 80203
(303) 866-6769.

Chapter 1 of the Elementary and Secondary Education Act is the largest federally funded education program. $60 million dollars came to Colorado in FY 94 through the Chapter 1 program alone. There is a strong parental involvement component in Chapter 1 programs. Many of the children of parents being served by adult basic education programs are Chapter 1 students. The majority of the children served are at the pre-K to 6 level because it is at this level the most good can be done in helping children become independent readers.

There is no adult basic education component to Chapter 1 programs; instead the law requires that Chapter 1 programs be coordinated with programs funded under the Adult Education Act and other community literacy programs. The state Chapter 1 office encourages the local Chapter 1 director to invite the local adult education director to attend the annual Chapter 1 parent meeting to talk about services available for adults.

Even Start

Contact:

Betty Hinkle, State Coordinator
David Chandler, Senior Consultant
Special Projects Unit
Colorado Department of Education
201 E. Colfax
Denver, CO 80203
Phone: (303) 866-6772

Even Start allocated $70 million dollars in 1992 for family literacy initiatives (Source: NCFL, Creating an Upward Spiral of Success). Gill (1993) provides a thorough definition of the national Even Start effort: "The Even Start Family Literacy Program is a federally funded, state-administered program authorized under Title I of the Elementary and Secondary Education Act of 1965. Its goal is to improve the opportunities of children and adults by integrating early childhood education and adult education for parents into a united program which is implemented through cooperative projects that build on existing resources" (p.4). More specifically, Even Start is authorized by Part B of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965. Even Start was amended first in 1988 by the Hawkins-Stafford amendments and again in 1991 by the National Literacy Act.

As Brizius and Foster (1993) explain, there are three interrelated goals: to help parents become full partners in the education of their children; to assist children in reaching their full potential as learners; and to provide literacy training for their parents. The home liaison person and the program coordinator are the main staff persons. The programs serve low-income families; ages of children range from 0 - 7 years.

All Even Start programs must have two components: (1) they must be family-centered and focus on parents and children as a unit; and (2) the programs must be aimed at helping parents become active in their own children's development. "The primary goal of Even Start is to help parents be their children's first teacher and become more literate in the process, rather than teach the parents and children in separate and distinct programs." ("Even Start Questions and Answers", Parents in Education, Parent Involvement Center, RMC Research, Hampton, NH.) In short, Even Start programs provide family-based instruction and family empowerment is the main focus.

Even Start in Colorado

Funding is competitive at the state level. FY '89 was the first funding cycle in Colorado: Jefferson County Schools and Ft. Collins Schools were funded. In FY '94, funding was increased and approximately $840,000 was available for distribution to programs for the 1993-94 funding year. Six programs were funded: (1) Englewood Schools Family Learning with Arapahoe #1-Englewood Schools; (2) Jefferson County Links to Literacy with Jefferson County Public Schools, R-1; (3) Canon City Schools with School District Fremont RE-1; (4) Trinidad State Junior College Even Start Program with Trinidad State Junior College; (5) Southern Ute Community Action Programs, Inc.; and (6) The Greeley Dream Team, Inc. For each of the four years a program may be funded, a local match is required to increase by 10%.

One of the most distinctive features of Even Start projects is their mandate to build on and coordinate with existing community resources such as the local school district, library, and adult education program. Programs must coordinate with other programs serving similar populations, for example: Chapter 1 programs, Chapter 2, Adult Education Act, Education for the Handicapped Act, JTPA, Head Start, volunteer literacy, and other relevant programs. **Even Start programs may not use funds to replace services already available in the community.** It is usually the local adult education program that is contracted with to do the adult education piece of Even Start programs. The Early Childhood programs are based on the programs already in existence: pre-school, Chapter 1, Head Start, etc.

FAMILY CENTERS

Contact:

Claudia Zundel, Family Center Coordinator
Department of Social Services
1575 Sherman Street, Third Floor
Denver, Colorado 80203
(303) 866-5111.

According to Claudia Zundel, Coordinator, the purpose of the Family Centers Initiative is "To help families function in healthy, productive ways" (Interview, July, 1993). As described in the "Fact Sheet",

> *Family Centers serve as comprehensive, intensive, integrated and community-based centers with a single point of entry for families in communities at risk. The family center's priority is assisting families to function in a healthy and productive manner. The family center offers a range of programs and services that include early childhood education programs, parenting support and education, health services and other essential programs as determined by each community.*

As Governor Romer stated in the Family Center Initiative 1992 Annual Report, "We continue to work in partnership with the centers so that government can become more effective in creating an environment in Colorado that allows families to flourish."

There are many communities in Colorado that are developing family centers, but 11 that are actually part of the state's Family Center Project. Eight communities were selected in early 1991 to begin planning, with four more added during 1992. The Family Center process was divided into two phases: a six-month planning period and an implementation period; each required a separate application. A third stage, that of "sustaining and evaluating" has been entered by "The Center" in Leadville. Currently, all 11 programs are at different phases of operation. The Family Centers currently operating are: ACT Crawford Family Resource Center; La Plata Family Centers Coalition; The Center; Southwest Denver Family Resource Center; Blanca/Ft. Garland Community Center; Fremont County Family Center; Center for the People of Capitol Hill; Crofton-Ebert Elementary School; Summit County Youth and Family Services; West End of Montrose County; and South Aurora. The latter four are the "Phase II Communities" funded in 1992. Eight new communities have been chosen to become a part of the Family Centers Initiative for the third round of funding in 1994. These communities are: Swansea-Elyria-Globeville; Pueblo; Fort Collins; Jefferson County Mountain Area; Lowry Base and Adjacent Neighborhood; Washington County; Montezuma County; and Greenlee, Cheltenham, and Smedley elementary schools in West Denver. Funds are committed for both planning and implementation phases.

In 1990, Colorado released its strategic plan for families and children. In this plan, family-centered service delivery was outlined as one of five key mechanisms for achieving the goals of the plan. Federal block grant funds from several state agencies were pooled ($195,000) to be used for planning grants for several communities for the development of family centers. The concept was of integrated services through neighborhood-based family centers. In this plan, family centers were seen as a way to test big system changes needed to improve outcomes for Colorado's families and children. A major focus of the project is to identify and remove local, state and federal regulations that create barriers to collaborative efforts in support of families and children. SB 131 established this project as a Pilot Project. A report will therefore be issued in 1997 on its effectiveness. The Family Center Council established by SB 131 has been appointed.

Funds for the Family Centers are a result of a collaborative partnership coordinated through the Governor's Office. Federal funds, such as the Child Care and Development Block Grants, and the National Literacy Act of 1991, are contributed by state agencies. the following agencies have contributed funds: Colorado Department of Education, Colorado Department of Social Services, Colorado Department of Health, Colorado Division of Criminal Justice, Governor's Job Training Office, Communities for a Drug-Free Colorado. Funds have also been received from corporate contributors and private foundations. These funds are administered through the Governor's Office. In July of 1993 this initiative was moved to the Colorado Department of Social Services.

There is a great deal of variety in the programs as they are locally designed and operated. Although they are located in communities with large numbers of families at risk, anyone can use a center. All of the centers have in common the following components: (1) "Enhanced" information and referral systems that include assisting individuals in making and getting to appointments; (2) family advocates who function as a partner with the family; (3) a "one-stop" concept of integration of services; and (4) a core service, such as child care or job training; and (5) family support services such as parent education, parent support groups and child development.

Adult education or family literacy are not necessarily present in all cases, but these programs do exist. Some of the centers have made connections with local ABE and GED programs and will refer individuals to these programs. Early childhood education (ECE) is connected with pre-school programs, or Head Start. Some programs even offer ECE and child care on-site. Some have Parent-as Teachers programs that do home visits and work with families around the development of children. Three family centers are a part of a major grant for family literacy: La Plata County and Fremont County Family Centers are part of Even Start grants and Crawford Family Resource Center is part of the Toyota Family Literacy grant.

FAMILY RESOURCE SCHOOLS PROGRAM

Contact:

Lucy Trujillo, Project Coordinator
Family Resource Schools
Denver Public Schools
975 Grant Street
Denver, CO 80203
(303) 764-3587

Family Resource Schools (FRS) is a partnership of the city of Denver, the public schools, private industry, local foundations, and service organizations formed in 1989 to improve academic achievement of the school children by strengthening its families. Currently, over 60 "community partners" collaborate to sponsor programs for parents and children at the Family Resource Schools. Rather than recreating services that already exist in the community, the project coordinates existing services, links families with those services, identifies problems that are not being addressed, and encourages its partners to develop solutions to those problems.

In its first three years, the FRS project has made significant headway in developing programs, bringing parents into the schools and in mobilizing community resources. Today, each Family Resource School is open extended hours and during the summer, providing over 100 student enrichment, adult education and family learning programs.

The FRS model is flexible to allow schools to develop and customize activities to meet the particular needs in that community. For example, a community with many Spanish speaking parents may want to have English as a Second Language classes as a primary component of its adult education activities, and another community with a high percentage of school drop-outs among adults may want to focus its adult education activities around GED classes.

Nevertheless, each of the seven schools in the Family Resource Schools project exemplifies a commitment to several basic family support principles, including the belief that the family has the primary responsibility for the development and well-being of its children. Each of the programs developed in the schools address the problems that can have a direct impact on a child's academic success, especially those problems involving family such as family literacy. This is done through five core activity areas and within the framework of these activities, each school may design individualized programs that address needs specific to that community. The five core activities are: (1) student achievement and growth; (2) adult education and skill-building; (3) parenting education programs; (4) family support services; and (5) staff development and training.

There are currently seven elementary schools in the project: Cheltenham Elementary School just west of Denver's Mile High Stadium; Columbine Elementary School located northeast of downtown Denver; Fairview Elementary School in the Sun Valley area of Denver; Greenlee/Metro Elementary Lab School in West Denver; Kaiser Elementary School located in Southwest Denver; Smedley Elementary School located in Northwest Denver; and Stedman Elementary School in the Park Hill area in Northeast Denver.

FIRST IMPRESSIONS' "COLORADO INITIATIVE ON FAMILY LEARNING: FOCUS ON FAMILY LITERACY"

Contact:

Sally Vogler, Director First Impressions
Office of the Governor
Room 136
State Capitol
Denver, CO 80203
Phone: (303) 866-3123
Fax: (303) 866-2003

The First Impressions program was created by Governor Romer in 1987 and is headed by Colorado's First Lady, Bea Romer. The purpose of this initiative is "to focus attention on the first five years of life and the crucial role they play in determining a child's potential" (Report, 1993). First Impressions seeks to ensure that all children in Colorado enter school ready to succeed. They also hope to encourage community responsiveness to the issues of young children and their families. First Impressions also focuses on the development of public policy relating to childhood programs and systems and serves in an advisory capacity to the Governor. All of the projects that fall under First Impressions are aimed not at children, but at fostering the success of the family. "The Colorado Initiative on Family Learning: Focus on Family Literacy" initiative is among the family focused efforts of the First Impressions office.

The Colorado Initiative on Family Learning was created in 1993 to increase coordination and reduce duplication of services by pulling together several existing literacy efforts, including the "Read To Me" campaign and the Metro Denver Family Literacy program. The CDE Office of Adult Education has been a partner in this effort since its inception. "It is designed to achieve the goals of reducing illiteracy in the state by increasing the amount of time parents spend reading to their children; building greater public awareness of the importance of early literacy; and expanding of the number of family literacy programs in the state" (Report, 1993).

This project represents a unique partnership among public and private entities: Mrs. Romer and First Impressions; the National Center on Family Literacy through the Metro Denver Family Literacy Project which involves local corporate and private foundations; Pizza Hut and other interested businesses; Rotary Clubs; and the Colorado Initiative on Family Learning Advisory Council.

One exciting component of the Colorado Initiative has been the formation of a family literacy advisory council that will coordinate fundraising activities, advise project staff on public awareness efforts and assist with the development of their workplan. Mrs. Romer is the chairperson. The board provides a wide representation of service providers, funders, business representatives, public policy makers, and community activists. Dian Bates form the CDE Office of Adult Education also sits on this council.

The first meeting of the Council was in October, 1993. Notes from that meeting stated that the Council had agreed that "Family literacy is an avenue to motivate parents to improve their literacy skills." Other conclusions reached that reflect the diversity of this group included: "Make literacy and family learning as important as putting on a seatbelt"; "Literacy programs must cater services to clients"; and "Literacy programs must address the individual". They also identified available resources and listed needs to promote family learning/literacy.

The objectives of the advisory council are as follows:

- To generate increased public awareness about the benefits of a "Whole Family Educational Approach".
- To facilitate collaborative planning among those interested in family literacy and its component parts.
- To stimulate interest in family learning and a comprehensive family literacy model as an alternative for sites around the state that are currently engaged in adult education, early childhood education, or self-sufficiency preparation.
- To generate increased private and public funding for family literacy sites statewide.
- To promote public policies which initiate and fund family literacy programs statewide.

"Read To Me"

Mrs. Romer launched a "Read to Me" campaign with Rotary Clubs and Pizza Hut, Inc. in February 1994. The goal of this project is to increase public awareness through a broad-based media campaign using both radio and T.V. Until P.S.A.'s can be tailored to Colorado, this project will air those P.S.A.'s developed in Hawaii by Rotary Clubs. The intent is to encourage parents to read to their children ten minutes a day. As has been done in Hawaii, the Rotary Clubs in Colorado will work in partnership with the Governor's Office and work with the media to provide printed informational materials and promotional materials to accompany the P.S.A.'s. A series of "Literacy Days" attended by Mrs. Romer is also planned throughout the state.

As has also been successfully carried out in Hawaii, Pizza Hut of Colorado will offer a "Read To Me, Colorado Card" to raise money to support family literacy programs. The card will sell for $10.00 and offers a free pizza for every one purchased. Proceeds from the card will then be donated to the "Read To Me, Colorado" fund, housed at the Denver Foundation. Funds will be used "to support the operation and expansion of family literacy programs, to support the media campaign, to provide training to program staff, etc" (Report, 1993).

The Metro Denver Family Literacy Project (MDFL)

First Impressions was designated as the lead agency and fiscal agent for the MDFL project. Funding for the MDFL project, recipient of the Toyota for Families Learning Program administered through the National Center for Family Literacy, is for a three-year period for a total of $225,000; $100,00 the first year, $75,00 the second and $50,00 the third. Funds are divided among the three local Denver program recipients, with a certain portion spent to support the overall coordination of the project. The project is focused on breaking the intergenerational cycle of illiteracy and undereducation. As with all the Toyota projects throughout the country, the goal is to expand and enhance existing family literacy programs and to increase public awareness of the benefits of these programs. In accordance with these purposes, the MDFL project will assist in developing public awareness of the importance of family literacy, particularly as an approach to dealing with the problems of underachievement in school and in families. There will also be an effort to raise additional resources to supplant the decreasing grant funds, to increase the amount of money available to family literacy programs, and to encourage broad-based support for the project.

In Denver, the project is operating in three sites: the first two are partnerships and the third is a more free-standing program. They are: a joint program with the Crawford Family Center and Paris Adult Education Center in Aurora; at the Family Resource School with the Adult Learning Source (ALS) in west Denver; and at the Clayton Center of ALS in northeast Denver, a more "free standing" program than the other two. All of these programs will "provide resources to improve parent-child interaction, increase parent involvement, assist parents and children in developing vocational potential and increase levels of academic achievement for both children and parents" (Report, 1993). Each of these sites already had existing family literacy programs. The Toyota funds enable them to enhance and expand their programs to incorporate the four components of the Kenan Trust Family Literacy Model developed at the NCFL as well as to reflect the unique needs and characteristics of each site and community.

The MDFL Coordinator will work with other First Impressions staff to ensure that program goals and activities are integrated into the overall mission of First Impressions. As Chair of First Impressions, Mrs. Romer will be actively involved in the oversight of MDFL and will be a member of the MDFL advisory group. As her work with First Impressions has already done, Mrs. Romer's involvement will bring a great deal of attention to the importance of literacy and reading.

The ultimate objective of the MDFL project is to promote family literacy statewide, not just at the three funded sites. The public awareness efforts of the project will benefit all literacy programs throughout the state.

HEAD START

Contact:

Regional Head Start Office
(there is no state level office)
Region VIII
Administration for Children and Families
Department of Health and Human Services
1961 Stout Street, Room 1194
Denver, CO 80924
(303) 844-3106.

Sandra Harris, Project Director
Head Start - State Collaboration Project
First Impressions
Office of the Governor
Room 136
State Capitol Building
Denver, CO 80203
(303) 866-3075.

The overall philosophy of the Head Start program is that "Head Start is a family-oriented, comprehensive, and community-based program to address developmental goals for children, support for parents in their work and child-rearing roles, and linkage with other service delivery systems." (From: "Head Start Program Overview: Advisory Committee on Head Start Quality and Expansion, June 1993)

Project Head Start began as an eight-week summer program with the Office of Economic Opportunity in 1965. It was designed to help break the cycle of poverty by providing preschool children of low-income families with a comprehensive program to meet the emotional, social, health, nutritional and psychological needs. Since 1965, Head Start has served over 13.1 million children and their families. Federal support has always been strong: in 1965 federal dollars were $96.4 million and reached $2.8 billion in fiscal year 1993.

The program is now administered through the Head Start Bureau in the Administration on Children, Youth and Families (ACYF) in the Administration for Children and Families (ACF) at the Department of Health and Human Services (DHHS). It is a direct Federal-to-Local program and not channeled through the state government as is so often the case. The average grantee funding amount is $1,916,500. Ten regional offices directly administer Head Start grants except those serving American Indian and migrant families which are managed by the national Head Start Bureau.

The major components of Head Start are: education; health; social services, and parent involvement. An essential part of the Head Start mission is the direct, active involvement of parents through participation in workshops and classes, on policy councils, as volunteers or as paid aides. Parents also receive assistance with employment and training with preference given to employment in Head Start staff jobs. Head Start funds may be used in support of adult education activities.

The Colorado Head Start-State Collaboration Project was started in 1992 when Colorado received one of 22 federal Head Start-State Collaboration Grants from the U.S. Department of Health and Human Services. The five-year grant is administered by First Impressions of the Governor's Office. Its focus is to ".... promote Head Start's involvement at the state and local levels and to encourage stronger linkages with the Colorado Preschool Program, Family Centers, and health and human services agencies." (Newsletter, Summer 1993). The focus is on involvement in high-level policy and program development efforts to improve outcomes for Head Start parents and children.

The Head Start-State Collaboration Advisory Board with representatives from state agencies, Head Start parents and Head Start program directors throughout Colorado, provides ongoing input into this process. First Lady Bea Romer, as chair of First Impressions is providing leadership and visibility to this project. There are 30 Head Start programs throughout Colorado in a variety of agencies and centers and organizations.

Colorado will be receiving $3,832,268 for present grantees, an increase to help expand existing programs. "The Head Start-

State Advisory Board and Head Start Director's Association have discussed the possible expansion of Head Start to assure that collaboration is enhanced among existing and potential programs for children and families." (Newsletter, Summer 1993)

HIPPY: HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS

Contact: HIPPY USA
53 West 23rd Street
New York, NY 10014
(212) 645-2006

Colorado Programs:

Peggy Herrera, Coordinator
HIPPY Program
Polsten Primary School
6935 S. Highway 17
Alamosa, CO 81101
(719) 589-6875

Phyllis Galvan, Coordinator
HIPPY Program
Resource Center
1129 Colorado Avenue
Grand Junction, CO 81501
(303) 243-0190

The HIPPY program was developed by the National Council of Jewish Women Research Institute for Innovation in Education at The Hebrew University of Jerusalem in Israel. The purpose is to provide parents with limited formal education with educational enrichment opportunities for their preschool children. Parents also receive support and training from paraprofessionals who are also parents of young children from the communities served by the program. The first HIPPY programs in the U.S. began in 1984. As noted by Sofer (1992), HIPPY was brought to Arkansas in 1986 by the state's first lady, Hillary Clinton, who had been attracted by the program's potential "'to strengthen the bonds between parents and children and to develop a love of learning'" (p.32). Today, a regional training and technical assistance center exists at the Arkansas Children's Hospital.

By 1991, approximately 8,000 economically at-risk families were participating in programs throughout the country. HIPPY programs operate world-wide. Two programs exist in Colorado, one in Alamosa and one in Grand Junction.

Research, including longitudinal studies following HIPPY children through the tenth grade, indicate positive impacts in academic achievement and school adjustment. Findings also indicate that parents have benefitted from the program: Mothers have developed improved self-concepts, have become more involved in school and community affairs, and have pursued further education for themselves.

HIPPY programs provide highly structured materials for parents to use in working with their children. Paraprofessionals visit the home to provide assistance and support for parents. They also attend sessions dealing with parental concerns such as child-rearing problems, and that also provide information on adult education and job training.

PARENT PROFESSIONAL PARTNERSHIPS

(Formerly Parents as First Teachers)

Contact: Mimi Howard
Center for Human Investment Policy
University of Colorado at Denver
1445 Market Street
Denver, CO 80202
(303) 820-5633

The purpose of this program is to provide training and technical assistance to specialists who work with families to enable them to work more effectively in partnership with parents. The focus is on developing an increased understanding and appreciation for working with parents and on developing the skills for communication and family support. There is a charge for these services, but scholarships are available.

The following section reviews information provided by various resources reviewed for this report. All are listed in the "Reference" section if further information is desired.

According to Popp (1990) in the NCFL funding guide for family literacy, funding comes from a variety of sources at state, local, and federal levels. At the local level, sources range from corporate donations to private foundations, and from grants to in-kind services. In many states, there is, for example, state funding for adult basic education programs, welfare reform, and early childhood education. In Colorado, contact the CDE Office of Adult Education for current information.

Popp identifies five broad headings of funding sources under which to search and apply for financial support: (1) adult literacy sources, (2) family literacy sources, (3) community-related funds; (4) other forms of public funding; and (5) private funding sources.

He cites "A report released by the U.S. Department of Education in 1985 identified 79 applicable federal programs, administered by 14 different agencies, ranging from the Air Force to the Bureau of Indian Affairs" (p.1). Access to these funds, however, is dependent upon state plans within each state that have been developed to utilize federal funds.

Brizius and Foster (1993) in Generation to Generation, identify major sources of public funds for family literacy as Even Start, Head Start, Chapter 1, Chapter 2, and the Title XX Social Services Block Grants of the Social Security Act. They also identify federal programs that address family literacy, including the National Literacy Act of 1991, Welfare Reform, and the Bureau of Indian Affairs Early Childhood Initiative.

Nickse (1990a) mentions additional funding sources: Adult Basic Education programs funded through the Adult Education Act; programs funded through Titles I and VI of the Library Services and Construction Act (LSCA); Family English Literacy Programs (FELP) funded through the Elementary and Secondary Education Act (Title VII Bilingual Education); all Preschool and Elementary programs; and corporate and workplace programs. All serve individuals of low socioeconomic status and share the goal of breaking the intergenerational cycle of poverty through the development of self-sufficiency and educational achievement.

According to the A.L.L. Points Bulletin December, 1993 issue published by the Division of Adult Education and Literacy, U.S. Department of Education, six federal funding sources in addition to the Adult Education Act have emerged since 1988 in support of family literacy efforts: The Even Start Family Literacy Program; The Family English Literacy Program; The Family School Partnership Program; the Library Literacy Program; The Job Opportunities and Basic Skills Training Program (JOBS); and Head Start. Public funds that are available to support the adult education component of family literacy programs in particular, include the following: Family Support Act, Adult Education Act, National Literacy Act, Job Training and Partnership Act, VISTA, Bilingual Education Act, and the Carl Perkins Vocational Education Act.

The following list identifies local contacts for information on potential governmental, foundation, and corporate funding sources for family literacy programs.

Government Grants

As indicated previously, there are numerous sources of governmental funding. The best recommendation is to contact one the individuals listed below for the most current information on the status of legislation and the availability of funds.

COLORADO DEPARTMENT OF EDUCATION

201 E. Colfax
Denver, CO 80203

Office of Adult Education:
Funding and Grant Administration
Training and Technical Assistance

Contacts: Ms. Dian Bates,
Executive Director
Adult Education Act grants
Phone: (303) 866-6611

Ms. Mary Willoughby, State Family Literacy Consultant and Literacy Coordinator

Stewart B. McKinney Homeless Assistance Act Grants
Phone: (303) 866-6743

State Literacy Resource Center:
Instructional and Resource Materials; Bibliographies

Contact: Debra Fawcett, Librarian
Phone: (303) 866-6914

Chapter 1:
Funding and Grant Administration (The Elementary and Secondary Education Act)

Contact: Ms. Virginia Plunkett,
State Director
Phone: (303) 866-6769

Even Start:
Funding and Grant Administration (The Elementary and Secondary Education Act)

Contact: Ms. Betty Hinkle, State Coordinator
Mr. David Chandler, State Contact
Phone: (303) 866-6772

OFFICE OF THE GOVERNOR

First Impressions: "Colorado Initiative on Family Learning: Focus on Family Literacy"(Including Metro Denver Family Literacy Grant (MDFL); and "Read To Me, Colorado")

Contact: Sally Vogler, Director
Office of the Governor
Room 136
State Capitol
Denver, CO 80203
Phone: (303) 866-3123
Fax: (303) 866-2003

Family Centers (12 Centers statewide)

Contact: Claudia Zundel
Family Center Coordinator
Department of Social Services
1575 Sherman Street
Third Floor
Denver, CO 80203
Phone: (303) 866-5111

COLORADO DEPARTMENT OF SOCIAL SERVICES

JOBS Program (Job Opportunity and Basic Skills Training)

Contact: Mary Kay Cook, JOBS
Program Manager
Colorado Department of Social Services
1575 Sherman Street
Third Floor
Denver, CO 80203
(303) 866-2643

This office administers funds from Title IV-F of the Social Security Act: JOBS (Job Opportunity and Basic Skills Training Program). Funds may used only to pay tuition for adults to attend adult education classes that will assist the adult in becoming more employable, and only when those classes cannot be found at no cost anywhere else.

HEAD START

Regional Contact in Denver for Head Start (Region VIII)
Administration for Children and Families
Department of Health and Human Services
1961 Stout Street, Room 1194
Denver, CO 80924
(303) 844-3106

Marlys Gustafson, Director
Division of Program Development
Administration for Children, Youth and Families/HHS
Department of Health and Human Services
Washington, D.C. 20201-0001
(202) 245-0597

Private Sector Grants

The Barbara Bush Foundation for Family Literacy

1002 Wisconsin Ave., NW
Washington, C.D. 20007
202-338-2006

The Gannett Foundation (Adult Literacy)

1101 Wilson Blvd.
Arlington, VA 22209
703-528-0800
FAX: 703-528-7766

Reading is Fundamental, Inc.

Family of Readers program
600 Maryland Avenue, S.W., Suite 600
Washington, D.C. 20024
(202) 287-3220 ext. 242
FAX: (202) 287-3196

Family of Readers provides parents with the guidance and the means to run a RIF program for their children. Parents work with an advisor, often an adult educator, librarian, or Head Start coordinator to create "literacy-rich" home environments.

Resource Guides to Private Donors

Colorado Foundation Directory

Junior League of Denver
6300 E. Yale
Denver, CO 80222
(303) 692-0270

The Directory lists local private and corporate foundations with their priorities for funding and application processes. A new 1994-95 edition was published in March, 1994. Cost is approximately $12.00. Persons interested in purchasing the Directory may stop by their office or send a check made out to the Junior League. They should allow two to four weeks for delivery.

Funding Resource Guide for Adult Literacy Programs in Colorado

Colorado Adult Literacy Commission Collaboration Committee. Available through:

Office of Adult Education
Colorado Department of Education
201 E. Colfax
Denver, CO 80203
(303) 866-6609

The Guide provides information on potential funding sources for adult literacy projects. Also included are names of key publications that contain current information on sources of funding and a section on tips for writing successful grants.

The Foundation Center

79 5th Avenue
New York, New York 10003
800-424-9836

An independent national service organization established as an authoritative source of information on private philanthropic giving. The Center disseminates information on grantmaking foundations in the U.S. There are reference collections maintained in community colleges, universities, and many public libraries.

The Cooperating Collections Networks in Colorado are housed at:

Pikes Peak Library District
20 North Cascade Avenue
Colorado Springs, CO 80901
719-473-2080

Denver Public Library
Sociology Division
1357 Broadway
Denver, CO 80203
303-571-2190

These libraries provide a core collection of publications from the Foundation Center and other useful services to grantseekers.

Resource Guides to Corporate Donors

Make it Your Business: A Corporate Fundraising Guide for Literacy Programs.

Business Council for Effective Literacy

Available from the State Resource Center (See Colorado Department of Education, above)

The Directory of Corporate Philanthropy

Public Management Institute
358 Brannan
San Francisco, CA 94107
415-896-1900

Corporate Foundation Profiles

The Foundation Center
See Above

The Taft Corporate Giving Directory

The Taft Group
5130 Marathon Boulevard NW
Washington, D.C. 20016
202-966-7086

Numerous resources dealing with family literacy now exist. This section identifies several resources, listed alphabetically, that can provide lists of recommended references according to particular areas of interest or need. Often they can provide the reference material itself. Descriptors for conducting an ERIC search are also provided at the end of this section. Any of the individual references used for this report are also recommended for further reading. (See References)

Colorado Department of Education
Office of Adult Education

201 E. Colfax
Room 100
Denver, CO 80203
(303) 866-6743
Contact: Mary Willoughby

Training and technical assistance is available through this office to programs funded through this office and to programs throughout the state that are offering family-centered learning services.

Colorado State Literacy Resource Center

201 E. Colfax
Denver, CO 80203
(303) 866-6914
Contact: Debra Fawcett

Bibliographies of family literacy resource materials are available through the Resource Center. A major collection of instructional materials for adult literacy, parent advocacy, and parent and child time is also available.

National Center for Family Literacy (NCFL)

Waterfront Plaza, Suite 200
325 West Main Street
Louisville, Kentucky 40202-4251
(502) 584-1133

The Center provides numerous training and resource materials as well as technical assistance to programs throughout the country.

Division of Adult Education and Literacy Clearinghouse

U. S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240
Fax: @02) 205-8973

ERIC

Clearinghouse on Adult, Career, and Vocational Education

Center on Education and Training for Employment

The Ohio State University
1900 Kenny Road
Columbus, OH 43210
Phone: (800) 848-4815
(614) 292-4353

Note: Descriptors for conducting an ERIC search are provided at the end of this section.

Family First Resource and Referral

13300 W. 6th Ave.
Lakewood, CO
(303) 969-9500

Childcare Database: Main focus: (1) free referral; (2) Resources for family needs; fee-based referrals.

High/Scope Curriculum

Contact: Chris Stahl, Trainer/Consultant
The Clayton Center for Children
and Youth
3801 Martin Luther King Boulevard
Denver, CO 80205
(303) 331-0650 or 355-4411.

The High/Scope curriculum was used to create the early childhood component of the Kenan Model of the NCFL and now has also been translated for use in their adult education component. More detailed information can be found in the "Successful Practices" section of this report.

Intergenerational Literacy Project of Teachers College

Box 35
Teachers College
Columbia University
525 W. 120th St.
New York, NY 10027
Phone: (212) 678-4141

This project is developing a database of research on literacy acquisition in parent'child interactions. It is accessible through Internet. Contact Ann Boehm or Karen Brobst for further information.

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RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801

Metro Denver Family Literacy Project (First Impressions)

Sally Vogler, Director First Impressions
Office of the Governor
Room 136
State Capitol
Denver, CO 80203
Phone: (303) 866-3123
Fax: (303) 866-2003

National Clearinghouse on Literacy Education: An adjunct ERIC Clearinghouse

1118 22nd Street, NW
Washington, D.C. 20037
Phone: (202) 429-9292, 429-9551
Fax: (202) 429-9766, 659-5641

- "NCLE Minibib" on Family and Intergenerational ESL Literacy
- "NCLE Notes". Newsletter of the National Clearinghouse for ESL Literacy Education

New Readers Press

Department 56
P.O. Box 888
Syracuse, NY 13210

Parent Professional Partnership: Training and Technical

Assistance (Formerly "Parents as First Teachers")

Ms. Mimi Howard
Center for Health Ethics, Policy and
Human Investment
University of Colorado at Denver
1445 Market Street
Denver, CO 80202

Popp, R. (1990). **A Guide to Funding Sources for Family Literacy**. Louisville, KY: National Center for Family Literacy

Reading is Fundamental, Inc. (RIF)

James Wendorf, Director of Program
600 Maryland Ave., S.W.
Suite 500
Washington, D.C. 20024
(202) 287-3530

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Wider Opportunities for Women (WOW)

1325 G Street NW, Lower Level
Washington, D.C. 200005-3104
(202) 638-3143
FAX: (202) 638-4885

LINC Toolkit (Literacy in Context) available from Wider Opportunities for Women

This resource list is updated monthly by The Parent Involvement/Family Literacy Specialty Option, RMC Research Corporation.

ERIC Descriptors for Family Literacy: Adult Basic Education;

Adult education; Adult literacy; *Adult Reading Programs; Child Development; Community Organizations; *Community Programs; Corporate Education; Cultural Differences; Curriculum Design; Elementary Education; *Family Programs; Federal Legislation; *Intergenerational Programs; Learning Theories; Library Extension; *Limited English Speaking; *Literacy Education; Parent Child Relationship; Parent Education; *Parent Influence; *Parents as Teachers; Preschool Children; Preschool Education; Program Implementation; Young Children. Note: Asterisks indicate particularly helpful descriptors.

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COLORADO DEFINITION OF FAMILY LITERACY

APPROVAL PROCESS

On December 1, 1992, members of the Family Literacy Task Force of the Adult Literacy Commission approved the definition of family literacy for Colorado. Members of the Adult Literacy Commission with a unanimous vote gave their approval at their meeting on December 16, 1992.

FAMILY LITERACY IN COLORADO DEFINITION

Family Literacy is an approach to intergenerational learning focused on the family. It acknowledges family and culture as the foundation of learning for the child. Family literacy recognizes the parent as the child's first teacher and the literacy of the parent as crucial to the development of the literacy of the child. Family literacy provides instruction to enrich the home environment through interactive intergenerational learning that models, supports, values and promotes literacy and lifelong learning skills.

Family Literacy program delivery utilizes models that provide the following four components:

- Early childhood and/or school-age educational assistance
- Adult basic skills education
- Parents and children learning together
- Parent time together: parent support and education

FAMILY LITERACY COMPONENTS

Early Childhood and/or School-age Educational Assistance.

Educational assistance for children should be developmentally appropriate to their ages and skill levels. It should provide opportunities for children to develop cognitive, physical, social and emotional skills and to interact with peers and adults.

Adult Education.

Adult education encompases basic skills, life skills, ELS, GED preparation, critical thinking and problem solving. The focus for the adult basic skills component should be based on needs and skills assessment. Learning strategies should be designed to connect academic subjects to the adult learner's needs and personal experiences.

Parents and Children Learning Together.

This component insures a time when parents and children work and play together. It provides an opportunity for family learning, where parents and children learn together and from each other. It should include practices that enable parents to transfer new learning into the home.

Parent Time Together: Parent support and Education.

The parent time component provides for support, advocacy and education based on needs assessment of parent participants. It offers a safe environment to acquire and share information about issues related to being a parent and to develop interpersonal skills.

FAMILY LITERACY PROGRAMS IN COLORADO: FY 94

ADULT EDUCATION CENTER, INC.
Family Education Program
P.O. Box 1345
Durango, CO 81301
Contact: Ms. Mimi Frenette 303-385-435
FAX: 303-247-5214

THE ADULT LEARNING SOURCE
Adult Learning Source Family Literacy Program
3607 Martin Luther King Blvd.
Denver, CO 80205
Contact: Ms. Susan Lythgoe 303-394-2166
FAX: 303-394-0059

ARCHULETA COUNTY EDUCATION CENTER, INC.
Family Literacy Program
P.O. Box 1066
Pagosa Springs, CO 81147
Contact: Ms. Gloria Macht 303-264-2835
FAX:303-264-4764

AURORA PUBLIC SCHOOLS - CONTINUING EDUCATION
Family Literacy Program
11351 Montview Blvd.
Aurora, CO 80010

Contact: Dr. Patricia Thorpe 303-344-0358

BOULDER VALLEY SCHOOL DISTRICT RE-2J
Boulder Family Literacy Program
6600 East Arapahoe Road
Boulder, CO 80303
Contact: Ms. Christina Wilson 303-447-5568
Paddock CenterFAX: 303-494-8037
805 Gillaspie Drive
Boulder, CO 80303

BUENO CENTER FOR MULTICULTURAL EDUCATION
Family English Literacy Program
Campus Box 249
Boulder, CO 80309-0249
Contact: Ms. Sylvie Chavez 303-492-5416

COLORADO COALITION FOR THE HOMELESS

Family Community Center

2100 Broadway
Denver, CO 80205
Contact: Ms. Mary Ann Gleason 303-293-2220
FAX: 303-293-2309

COLORADO DEPARTMENT OF CORRECTIONS

Family Literacy Program

2862 South Circle Drive, Suite 400
Colorado Springs, CO 80906
Contact: Mr. Chuck Beall 719-579-9580
FAX: 719-540-4755

COLORADO MOUNTAIN COLLEGE

Family English Literacy Program/Parenting Group

P.O. Box 10001 (215 Ninth Street)
Glenwood Springs, CO 81601
Contact: Ms. Shirley Bowen 303-945-8691
FAX: 303-945-7279

COLORADO SPRINGS SCHOOL DISTRICT #11

Family Education and First Program (for jail inmates)

1115 North El Paso Street
Colorado Springs, CO 80903
Contact: Ms. Sharon Stone 719-630-0172
Adult Education Center
917 East Moreno FAX: 719-577-4528
Colorado Springs, CO 80903

COLORADO SPRINGS SCHOOL DISTRICT 11, ADULT EDUCATION

Family Education Program for Homeless

1600 North Union Blvd.
Colorado Springs, CO 80909
Contact: Ms. Janie Blind 719-630-0172
719-578-8757

COMMUNITY COLLEGE OF DENVER

GED Institute Program

P.O. Box 173363
Campus Box 600
Denver, CO 80217-3363
Contact: Mr. Sam Cassio 303-556-3805
FAX: 303-556-8555

DELTA COUNTY LIBRARY
County Literacy Program
211 W. 6th Street
Delta, CO 81416
Contact: Ms. Gail Meade 303-874-9630
FAX: 303-874-8605

DENVER INDIAN CENTER, INC.
Old Wisdom New Knowledge Program
4450 Morrison Road
Denver, CO 80219
Coordinator: Ms. Lynda Nuttall 303-937-1005
FAX: 303-936-2699

DENVER PUBLIC SCHOOLS/COMMUNITY SCHOOLS
Denver Community Schools Adult Literacy Program
Community Schools of North Denver
3435 W. 40th Avenue
Denver, CO 80211
Contact: Ms. Donna Lucero 303-433-4363

DENVER RESCUE MISSION
Literacy Education Program
P.O. Box 5206
Denver, CO 80218
Contact: Ms. Autumn Gold 303-294-0157

EAGLE COUNTY VOLUNTEERS FOR LITERACY
Family of Readers Program
P.O. Box 608
Minturn, CO 81645
Contact: Ms. Colleen Gra 303-949-5026

FAMILY TREE INC./WOMEN IN CRISIS
P.O. Box 1586
Arvada, CO 80001
Contact: Ms. Margie Erback 303-420-6752

GARFIELD ADULT LITERACY
Latino Family Literacy Project
413 9th Street
Glenwood Springs, CO 81601
Contact: Ms. Linda Halloran 303-945-5282

GLENDALE EDUCATION OPPORTUNITY
Glendale/Cherry Creek Family Literacy Program (starting Spring '94)
4818 E. Kentucky Ave., Ste. 4E
Glendale, CO 80222
Contact: Mr. William S. Junor 303-759-9368

HOPE COMMUNITIES TUTORING PROGRAM
Hope Family Education Program
2444 Washington Street
Denver, CO 80205
Contact: Ms. Michelle Muniz 303-860-7747 x128

IGNACIO UNITED SCHOOL DISTRICT NO. 11 JT.
Even Start Program
P.O. Box 460
Ignacio, CO 81137
Contacts: Ms. Nancy Logan 303-563-0235
Ms. Jackie Candelaria

LARIMER COUNTY CENTER LITERACY PROGRAM
Loveland Public Library - Read to Me Program
300 North Adams Avenue
Loveland, CO 80537
Contact: Ms. Bitsy Cohn 303-226-2500 x309

LARIMER COUNTY CENTER LITERACY PROGRAM
Family Learning Place Program
Front Range Community College
4616 South Shields
Fort Collins, CO 80526
Contact: Ms. Bitsy Cohn 303-226-2500 x309

MORGAN COMMUNITY COLLEGE
Family Literacy/Family Strength Program
120 West Railroad Avenue
Ft. Morgan, CO 80701
Contact: Ms. Betty Johnson 303-867-4831

NORTH CONEJOS SCHOOL DISTRICT RE-1J
Family Literacy Program
P.O. Box 72 (104 Spruce)
La Jara, CO 81140
Contact: Ms. Martha Valdez 719-274-5174

NORTHEASTERN JUNIOR COLLEGE
Component of ABE
100 College Drive
Sterling, CO 80751
Contact: Ms. Carol McBride 303-522-6600 X619
FAX: 303-522-6600 x759

PUEBLO COMMUNITY COLLEGE
Corwin Family Learning Program
900 West Orman Avenue
Pueblo, CO 81004
Contact: Mr. Sam Geonetta 719-549-3232
FAX: 719-544-1179

RIGHT TO READ OF WELD COUNTY, INC.
Even Start Program
818 Eleventh Avenue
Greeley, CO 80631
Contact: Ms. Judy Knapp 303-352-7323

SECURITY PUBLIC LIBRARY
Parents as Partners in Reading: A Family Literacy Program
715 Aspen Drive
Security, CO 80911
Contact: Ms. Barbara Garvin 719-392-4443

TRINIDAD STATE JUNIOR COLLEGE
Even Start and Head Start Program
600 Prospect
Trinidad, CO 81082
Contact: Ms. Mimi Zappanti 719-846-5527
FAX: 719-846-5667

5/13/94

FAMILY CENTER & ADULT EDUCATION ACT CONTACTS

Family Centers	**Adult Education Act Programs**
County: Adams Sandra Plummer ACT Crawford Family Resource Center 1600 Florence Street Aurora, CO 80010 303/340-0880 FAX: 303/340-0669	Susan Lythgoe Adult Learning Source 1111 Osage St., Suite 310 Denver, CO 80204 303/892-8400 FAX: 303/892-8313 Dr. Patricia Thorpe Aurora Public Schools-Cont. Ed. 11351 Montview Blvd. Aurora, CO 80010 303/344-0358 FAX: 303/366-4342
County: Alamosa Chris Hunt Valley Wide Health Services 204 Carson Avenue Alamosa, CO 81101 719/589-5161 FAX: 719/589-5722	Frances Valdez Alamosa Public School District #11-J 1011 Main Street Alamosa, CO 81101 719/589-5871 FAX: 719/589-5872
County: Arapahoe Stephanie Hoy Community of South Aurora Community Mental Health Services 14301 East Hampden Avenue, Suite 220 Aurora, CO 80014 303/693-9500 FAX: 303/680-0104	Dr. Patricia Thorpe Aurora Aurora Public Schools - Continuing Education 11351 Montview Blvd. Aurora, CO 80010 303/344-0358 FAX: 303/366-4342
County: Costilla Lawrence Pacheco Blanca/Ft. Garland Community Center Route 1, Box 14E Blanca, CO 81123 719/379-3450	Frances Valdez Alamosa Public School District #11-J 1011 Main Street Alamosa, CO 81101 719/589-5871 FAX: 719/589-5872

Family Center	Adult Education Act Program
County: Denver Jane Hartman Center for the People of Capitol Hill 1290 Williams Street Denver, CO 80218 303/355-3052 FAX: 303/399-0727	Susan Lythgoe Adult Learning Source 1111 Osage St., Suite 310 Denver, CO 80204 303/892-8400 FAX: 303/892-8313
County: Denver Lucy Trujillo Communities of N.E. Denver 975 Grant Street Denver, CO 80203 303/764-3587 FAX: 303/839-8001	Susan Lythgoe Adult Learning Source 1111 Osage Street, Suite 310 Denver, CO 80204 303/892-8400 FAX: 303/892-8313
County: Denver Bill Sandoval Southwest Denver Family Resource Center 2855 West Holden Place Denver, CO 80204 303/892-9311 FAX: 303/477-9408	Rachel Negretti Sun Valley Community Church 2758 West Holden Place Denver, CO 80204 303/825-0121
County: Fremont Katherine Bair Fremont County Family Center 1401 Oak Creek Grade Road Canon City, CO 81212 719/269-1523 FAX: 719/275-4619	Gary Shook Fremont County Literacy Volunteers Canon City Public Library 516 Macon Avenue Canon City, CO 81212 719/269-1841
County: La Plata Liza Tregillus La Plata Family Centers Coalition P.O. Box 2451 Durango, CO 81302 303/385-4747 FAX: 303/259-2037	Mimi Frenette Adult Education Center, Inc. P.O. Box 1345 Durango, CO 81301 303/385-4354 FAX: 303/247-5214

Family Center

County: Lake
Kathy Brendza
The Center
315 West 6th
Leadville, CO 80461
719/486-3946
FAX: 719/486-0593

County: Montrose
Julie Noetzelman
West End of Montrose County
P.O. Drawer 190
Naturita, CO 81422
303/864-7628
FAX: 303/864-2146

County: Summit
Gini Bradley
Community of Summit County
P.O. Box 326
Breckenridge, CO 80424
303/453-2561 ext. 153
FAX: 303/453-5461

Adult Education Act Program

Mary Ebuna
Colorado Mountain College
Timberline Campus
902 South Highway 24
Leadville, CO 80461
719/486-4207

Norma McBryde
West Central BOCES
P.O. Box 1483 (8 South 5th)
Montrose, CO 81402
303/249-2028
FAX: 303/249-6482

Laura Pless-Chumbley
Colorado Mountain College
Breckenridge Campus
P.O. Box 2208 (103 South Harris Street)
Breckenridge, CO 80424
303/453-6757

4/15/94